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SUSTAINABLE ECOSYSTEMS INSTITUTE

SCIENCE REVIEW

Volume I

Thursday, July 6, 2006

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Colorado State University Campus

Lory Student Center

Fort Collins, Colorado

1 MORNING SESSION, THURSDAY, JULY 6, 2006

2 DR. COURTNEY: I want to thank you for  
3 coming to this meeting. My name, as I said, is Steven  
4 Courtney, and I'm the moderator for this panel meeting.  
5 But before I kick into the business of the meeting  
6 proper, I wanted to spend a few minutes kind of setting  
7 the tone for what we're going to do, maybe talk a little  
8 bit about the code of conduct, the things that we need  
9 to address, and how we're going to address it.

10 But also to start by -- a few minutes by  
11 saying, well, who the heck am I and how come we're being  
12 brought into this issue and what are we trying to  
13 achieve here. So if you'll forgive me, you hear that I  
14 have a bit of a cold here; so if you have trouble in the  
15 back hearing me -- is this okay? Can you cope with  
16 that?

17 AUDIENCE MEMBER: You can speak up a bit.

18 DR. COURTNEY: Okay. I'll try my best.  
19 When we -- I'm not going to go behind the microphones,  
20 but the panelists will be sitting up front, and so they  
21 will have the use of the microphones.

22 Let me start by telling you a little bit  
23 about the organization SEI, who we are. We're a  
24 public-benefit, nonprofit organization. We were  
25 founded, what, 14 years ago now by Dr. Deborah Brosnan

1 who's still the president. And we're kind of a strange  
2 duck, kind of like me. I don't -- you can tell from my  
3 accent I don't really belong here, right. We're not an  
4 advocacy group. We're not a lot of things. What we are  
5 is we're a group of scientists who attempt to bring  
6 scientific expertise into the public arena and make it  
7 useful.

8                   And as I mentioned, we're public benefit;  
9 definitely nonprofit, trust me; and we do a lot of  
10 things that we try to do for the public good. Many of  
11 us have positions at other institutions, but we have, of  
12 course, a small core staff. Essentially what we do in  
13 meetings like this or other things where we try to bring  
14 science to bear. So we're kind of a means by which  
15 interested scientists often in academia or in the  
16 private sector, wherever, can bring their talents and  
17 bring them to public good. So we do a lot of scientific  
18 support work like this or advising folks who look for  
19 help, such as the environmental community and others.

20                   We also carry out research. We have a  
21 research program. And then, as I said, we do a fair  
22 amount of pro bono work; and over the last year or so,  
23 we've been actually putting a large proportion of our  
24 effort into helping in Southeast Asia on tsunami relief  
25 issues. I'm giving you the big picture because I want

1 you to understand that we're fundamentally trying to be  
2 good citizens. We're not advocacy. We don't do  
3 lawsuits. We don't do -- essentially try to change  
4 anyone's mind if they don't want to be changed. And we  
5 do put an awful lot of our resources into this sort of  
6 thing.

7                   As I said, we have a small core staff,  
8 but we have some 400-plus folks who have joined the  
9 organization in some form or another often to act as  
10 reviewers, like the panelists will be doing today or  
11 who, you know, carry out programs through us. This  
12 large group of 400-plus formed a thing called the  
13 Conservation of Science Network who have all volunteered  
14 their time to help with peer review and -- particularly  
15 peer review of the endangered species and other issues,  
16 where, again, expert scientific help can really move  
17 things along.

18                   So that's kind of who we are, who I am.  
19 This is -- this sort of meeting thing I'm doing today --  
20 although I do have a research background, in fact, still  
21 do research -- this is the sort of thing I do most  
22 of -- most of the time. And we carry out panel  
23 processes -- peer-review panels where we ask people to  
24 come in to a meeting to focus on the science of an issue  
25 and to attempt to resolve somewhat technical but still

1 thorny issues which have maybe gotten a little bit out  
2 of hand. We try to bring them into a meeting like this,  
3 set up a panel process where the panel is able to  
4 interact with the scientists involved, and we try to  
5 essentially determine what the information really says.

6                   And I just wanted to show you that, you  
7 know, we've done a number of these things. On the  
8 Columbia River, for instance, we worked with -- on a  
9 mediation between three different federal agencies. It  
10 wasn't even like there were any other folks involved,  
11 just three different members of the federal family where  
12 there was a 15-year controversy on how to deal with some  
13 salmon issues. And essentially through this whole  
14 series of these structured workshops, we were able to  
15 help them -- the participants come to a point where they  
16 could agree on what the science actually said.

17                   We've done similar things in the  
18 Everglades. We're currently working in Missouri. Some  
19 of you may know that we actually helped the Department  
20 of Interior with the science ethics policy that's  
21 recently been adopted by the department, and several of  
22 us here in the room are also involved in the review of  
23 information for the northern spotted owl.

24                   And you-all think -- I know that everyone  
25 thinks that Colorado is the center of the universe.

1 Some of us, you know, have other views in thinking  
2 coming from the northwest. The northern spotted owl is  
3 seen as being the -- you know, the big, emotionally  
4 charged issue. We worked extensively with the owl, and  
5 a couple years ago now, we helped with the Fish and  
6 Wildlife Services' standards review. And I think,  
7 again, you'll find that the work we did there, many --  
8 some of which parallels the discussions we'll be having  
9 here today. The work we did there was again able -- we  
10 were able to get folks to agree on what the science  
11 actually said.

12 I mentioned the spotted owl because it's  
13 -- one of the issues in the spotted owl review was,  
14 well, are the three subspecies that have been named on  
15 the spotted owl good subspecies. That becomes an issue  
16 with the spotted owl because only two of those are  
17 listed, and so if we were to synonymize everything,  
18 perhaps the spotted owl would no longer stay on the  
19 endangered species list. So there was, as you can see,  
20 a fairly charged issue.

21 We resolved it by looking at the  
22 information. Some of the panelists -- one of them is  
23 here -- we looked at all the information, we brought  
24 people forward, and I think everyone pretty much agreed  
25 at the end of the process what the science actually

1 said. So I see that as being kind of a model for what  
2 we may do here.

3 I should also mention that we have a  
4 long-term relationship with the Fish and Wildlife  
5 Service to provide peer review for them. As I  
6 mentioned, we do that largely on a voluntary basis,  
7 without payment, and that was something we set up in the  
8 previous administration. So in many service actions,  
9 you know, they set a science component; and so they send  
10 some of those materials to us, and we ship it out to our  
11 reviewers who take a look at that, and then we ship  
12 those reviews back to the service.

13 There's been some question and issues  
14 raised about, well, why have you gotten involved in the  
15 Preble's jumping mouse, and certainly at various points  
16 I've asked myself that question. I want to give you a  
17 chance in verse on how we came to get involved. I think  
18 it's important for the transparency that I think is  
19 important in this process.

20 I was -- in January, I was back talking  
21 to the director of the Fish and Wildlife Service, Dale  
22 Hall, and telling him about what we've been doing on the  
23 peer reviews and saying, you know, here's how we can  
24 make it better, here's how things don't work, here's how  
25 things do work, what would make this process work

1 better. And I talked to him also about what we do with  
2 panels; and he said, you know, that's what we need to do  
3 with Preble's jumping mouse, and I went. So it was at  
4 that meeting that he said that he wanted to apply this  
5 sort of panel process to mouse issues. Well, it would  
6 be nice if, you know, he could write a check and write a  
7 contract and I could get on with it, but that's not the  
8 way the federal government works, as you know.

9                   So once that decision had been made by  
10 the service, they wanted a panel process. They had to  
11 put out a request for proposals. I had to bid on that  
12 along with anybody else who wanted to bid. The service  
13 was squeaky clean about making sure that that process  
14 was carried out impartially; in fact, they responded  
15 back to external folks to review our capabilities, and  
16 ultimately on June 2, I think we were awarded the  
17 contract. But I want to emphasize, again, this is how  
18 the process worked, it's how we came to get involved.  
19 Yes, the review was set up to look like our panel, but  
20 we had to win the contract. And that's -- that's how it  
21 came to be.

22                   The contract says we are to assess and  
23 evaluate the different studies that have been carried  
24 out on taxonomic status of Preble's meadow jumping  
25 mouse, and we're to provide peer reviews of those

1 studies. I want to emphasize that's our stated task,  
2 not a whole bunch of other things you might like us to  
3 do. Our task is to focus on trying to understand and  
4 evaluate and weight the reasons why a number of these  
5 studies maybe have come to different conclusions.

6                   We're going to provide peer reviews, and  
7 those will be individual panelist's opinions. It's not  
8 our task to come up with one group consensus; however, I  
9 have often found that when you have a panel working  
10 together, they bounce ideas off each other, that they  
11 tend to, you know, work things out; and you will see  
12 maybe some consensus amongst them. But that's not part  
13 of our process, but we -- we insist that happens.

14                   So we will recall the individual  
15 panelist's opinions, and there will be a final report.  
16 And I believe that we have to deliver that draft  
17 depressingly soon and that the final be delivered to the  
18 service certainly by the end of this month. Now, how  
19 that plays into the service's decisions about this mouse  
20 is frankly not my job, okay. That's the service's  
21 prerogative, and it's important that you recognize that  
22 clear distinction between our activities and the  
23 activities of the Fish and Wildlife Service. If you  
24 have questions for them, you know, several of them are  
25 sitting in the audience, it's maybe appropriate for you

1 to talk to them, but remember that it's not part of our  
2 process.

3                   Some of the other things we're going to  
4 deliver, you'll see that there's a court reporter  
5 sitting in the corner here. She's going to be taking  
6 down verbatim every last joke I make, every last comment  
7 that's made during this process. That transcript will  
8 become part of our report; and it's part of the record  
9 which will be delivered to the service. And our intent  
10 by doing that is simply to be completely transparent  
11 about what went on and why we might reach the  
12 evaluations that we do.

13                   We also will deliver to the service a  
14 record of all our phone conversations or all our emails,  
15 all the things that we've done, why we've made the  
16 evaluations we have. So again, I want to emphasize this  
17 is a very transparent and perhaps unusual process for  
18 many of you; but it's our intent by making clear our  
19 decision process, what information we used and to give  
20 everybody the opportunity to partake in that process.  
21 It's our intent to make sure that this is an entirely  
22 scientific and transparent process. That's our job.  
23 This is not our job.

24                   And I want to emphasize, again, to -- the  
25 limitations. It's not our job -- and I will prevent the

1 panelists here from making any statement if I have any  
2 way of doing that -- it's not our job to make any  
3 recommendation on the listing status of the Preble's  
4 jumping mouse; and in fact, you know, we don't want to  
5 make any comments on those things. And I want you to  
6 understand that when, you know, you engage with us or  
7 have comments for us or questions for us -- because  
8 where you may have strong opinions on some of those  
9 policy or management issues, it's simply not part of our  
10 job, it's not part of our view, and we will not be  
11 commenting on that.

12                   So if you want us to listen to things  
13 about, well, you know, it's really important that I be  
14 allowed to develop my land or not, or the mouse be  
15 protected, remember that we're not going to comment on  
16 those. We're not going to make any recommendation. And  
17 so simply that's just going to pass us by and won't  
18 affect what we are evaluating, which are, frankly, the  
19 arcane of, you know, sampling design, of experimental  
20 technique. Those are the things that we're going to be  
21 focusing on.

22                   I want to also remind everybody that this  
23 little thing here, FACA, Federal Advisory Committees  
24 Act, which is an important law governing how the service  
25 or any government entity can receive information, which

1 is -- we're not here to advise them. They have  
2 contracted with SEI to provide a peer review; that is  
3 what we're doing. We're not here to advise the service  
4 or any government entity on what to do. And in fact, if  
5 they -- if they were to take that advice, it would be a  
6 violation of FACA. And so it's important, again, that  
7 you realize that my job as moderator and mediator is to  
8 make sure that that line is kept very clean. We're  
9 focused entirely on the scientific issues, it's a  
10 peer-review meeting.

11                   Also I want to emphasize again that we're  
12 not even looking at all the science. It is not our job.  
13 It's not in the contract for us to be looking at the  
14 threats to this mouse or the extinction risks or  
15 anything else other than a fairly limited brief to do  
16 with the genetics taxonomy of the mouse. I'd like you  
17 all to read this. This is really not our job. Previous  
18 stuff is not our job, this is truly not our job. We are  
19 really not interested in the politics.

20                   I have selected a panel who have  
21 committed to listening, evaluating, and giving you a  
22 clear technical evaluation of the scientific materials.  
23 N. Machiavelli said it very well -- I hope you find this  
24 amusing -- there's always a history to hypothesis than  
25 to actually believe the truth because the hypothesis has

1 often been tailored to fit what we think that truth  
2 should look like. And his conclusion was never discuss  
3 the truth, stick to the hypothesis.

4                   You should remember where -- you know,  
5 you laugh too much about what -- the sentiment that's  
6 been applied here. Remember that in Machiavelli's  
7 world, if you disagreed with the prevailing hypothesis,  
8 you could be burned at the stake; and people were being  
9 burned to the stake a hundred years after he wrote this  
10 statement.

11                   I think it's important that we not adhere  
12 to those sorts of things. I believe that what we're  
13 going to be doing is not looking at clean, simple  
14 statements. We're going to be looking at what I think  
15 is appropriate, which is the clumsy truth. Truth --  
16 scientific truth in all its messiness, the difficulties.  
17 You know, well, things don't always work out right;  
18 people don't always agree; you know, things aren't  
19 always clear, right? I mean, and isn't that what  
20 science often entails. You know, I see the  
21 decision-makers in the audience going -- you know,  
22 they're used to dealing with scientists; and they never  
23 get a clean answer out of scientists, right.

24                   We are going to be focusing on the clumsy  
25 truth. We're trying to get to the heart of

1 understanding difficult scientific issues. And I think  
2 it's important to recognize that and to talk a little  
3 bit about, well, how does science operate, because it  
4 operates by critique. It operates by criticism and by  
5 people changing their minds and people redoing other  
6 people's work. That's normal, and it's normal that  
7 people don't agree. Okay. And I think it's important  
8 that we acknowledge that up-front. And you know,  
9 there's nothing abnormal about the discussion that's  
10 going on here.

11                   So what is our job. I want to emphasize  
12 then the sort of things we're going to be doing. We're  
13 going to be talking about the risk -- reasons for  
14 disagreement about some of the studies that have been  
15 put forward. And I think originally we're tasked with  
16 looking at Dr. King's work and Dr. Ramey's work who are  
17 in the audience here; but also, you know, as we look  
18 into this and we feel like it's more and more important  
19 to look at the array of data that pertains to this  
20 issue, so we have a phone call coming in from  
21 Dr. Vignieri, who's also participating in this  
22 discussion. I hope we'll be able to engage with some of  
23 the other protagonists, if you want to call them that,  
24 in this work. So there will be a large scope,  
25 basically, to look at these issues concerning taxonomist

1 status and particularly genetics.

2                   Also I think it is part of our job as  
3 good citizens and as good scientists to be clear about  
4 ambiguities -- does that sound like an Irishism -- to be  
5 clear about the uncertainties in the data. It's  
6 tempting, you know, to take the Manchurian root, give  
7 you a clean answer; but it's accurate to tell you about  
8 the clumsy truth. It's accurate to tell you about,  
9 well, you know, sometimes you just can't tell.  
10 Sometimes things are on the fence.

11                   And if those uncertainties are present in  
12 the materials or if we simply cannot tell from looking  
13 at things what's the best interpretation, I believe it's  
14 incumbent on us to tell you that rather than to say, you  
15 know, this is the right answer.

16                   So you will hear us repeatedly through  
17 the course of the meeting probably saying, well, you  
18 know, this is fairly ambiguous or the weight of the  
19 evidence may be leaning this way, but it's not really  
20 clear. Or maybe, you know, maybe we can resolve things.  
21 But I believe it's important for us to be as articulate  
22 as we can about uncertainty, and typically I find that  
23 decision-makers rest more comfortably knowing what the  
24 uncertainties are rather than having to guess what they  
25 are.

1                   The agenda is a work in progress. It's  
2 been changing a little bit. The latest agenda I think  
3 you all have is pretty good, but there's still a few  
4 changes to it. Dr. Bergstrom is not going to be able to  
5 call in, as I understand it; so when we come on to talk  
6 about morphology, we're going to have to think about how  
7 best to do that.

8                   The way that we'd like to structure  
9 things though is to keep this as a conversation between  
10 the panel and the scientists who are present. We've  
11 still -- we're still kind of figuring out how best to  
12 carry out that conversation, and we've had some dialogue  
13 with the various parties who've asked us to make various  
14 changes; and we're still thinking about how best to do  
15 that. So I want to beg your indulgence by the fact that  
16 we may not keep strict adherence to this time line, in  
17 fact, we might change it around a little bit.

18                   One of the things, for instance, that  
19 we'd like to do -- and we've asked a couple of the  
20 scientists to bring some raw data. The panel want to  
21 look at the actual original information. They want to  
22 look at the chromatograms that have been produced. And  
23 I think it's very likely they're going to want to go  
24 away and do that, so they'll go away and look at those  
25 things. Maybe we'll take a half an hour break once they

1 do that.

2                   So I want to beg your indulgence. There  
3 may be times when I just say, hey, go away for a half  
4 hour or even two hours and come back at this particular  
5 time. And I know that that may seem a little  
6 unstructured; but hey, science is somewhat, you know,  
7 flexible and fluent and essentially this is what we may  
8 do in order to get to the materials we need. So  
9 understand, though, that it is part of our intent to  
10 allow everybody to be heard, scientists at least to be  
11 heard. And we, you know, fully intend to be able to  
12 cover all the materials that are at hand.

13                   I want to talk a little bit then about  
14 the clumsy truth, and I want to tell you a story about a  
15 misguided scientist who I will call Mike. He's a good  
16 friend of mine. And this is a real person. My own  
17 research was to do with -- a large part, at least, to do  
18 with the evolution of behavior, and I'm interested in  
19 the evolution of diet and why things eat the things they  
20 do. I think it's the most important topic in the world,  
21 but everybody has their own.

22                   Mike is a diluted individual who has --  
23 while he agrees on the importance of that topic,  
24 essentially he and I disagree on absolutely everything  
25 about the study. He works on butterflies, I work on

1 butterflies. And we have a long history, it's about 20  
2 years now, of criticizing each other's papers. And  
3 sometimes, you know, I didn't get my rebuttal into print  
4 before he even got his criticism into print. People who  
5 read the literature think we must be sworn enemies. I  
6 can only tell you that Mike is also a Brit, and when I  
7 made the big leap to come to America a long time ago  
8 now, despite the fact that he and I agree on almost  
9 nothing, he called me up and said, well, do you need a  
10 loan in order to make that transition.

11                   I'm telling you that story because to me  
12 that illustrates the high moral tone that I think  
13 scientists can have and that I'd like you all to try to  
14 adopt, which is there's a distinction between the  
15 personal and the academic. And in Mike's case, you  
16 know, he's a really good guy, he just happens to be  
17 wrong a lot of the times. He's still wrong.

18                   So I think the press, in particular --  
19 and I know you're sitting here, some of you, so don't  
20 take this the wrong way -- I think there's a tendency to  
21 totalize and personalize things. It makes good press,  
22 but often science works by critique. Like I say, that's  
23 part of who we are. It's by being a scientist, you make  
24 your ideas and your data and your models available for  
25 criticism. Trust me, most everything I've written is

1 wrong; and you know, I've come to realize that over the  
2 years; and I've changed my ideas. Most scientists do  
3 that. You know, we don't believe the things we did 20  
4 years ago. So getting things wrong is actually part of  
5 science. Getting things, you know, snarled up and then  
6 figured out, that's how we all do things and often that  
7 takes place because other people will come in and  
8 criticize you, you know. And I'm still trying to get  
9 Mike to see the light, and I've spent 20 years trying to  
10 criticize him and getting him straight, but it takes a  
11 while.

12                   So I want to attempt to persuade you all  
13 that some of the things you've seen or believe about how  
14 these things are played out are actually just part of  
15 the normal process of science and it's as well to  
16 recognize that and simply say, you know, okay, we get  
17 criticized, we move on.

18                   With that in mind, I want to talk a  
19 little bit about how I want to run the meeting. I want  
20 to emphasize that this is again a science meeting. It's  
21 not a federal meeting, it's an SEI meeting. It's a  
22 science meeting. We're not going to be making any  
23 recommendations. We're not, essentially, interested in  
24 the policy or political ramifications of the decisions  
25 that the service ultimately will make. We're just

1 interested in trying to figure out what the science is.  
2                   We're also interested in the relevant  
3 science. So if you ask to raise issues about things  
4 that I or the panel sees irrelevant, it's just, you  
5 know, not a useful use of time. We structured this as a  
6 panel-driven process, although as I mentioned, I'm a  
7 scientist; in fact, half of my cases work was on  
8 genetics and taxonomy of these butterflies. It's not my  
9 processing. I'm not going to be the one designing  
10 questions. I'm not the one going to be writing the  
11 reports. I have no vote in what the panel actually  
12 finally says. It's a panel-driven process.

13                   And mostly what I'd like to then do is  
14 have you see it's a panel-driven process where questions  
15 are mostly coming from the panel and being directed to  
16 the scientists that are here, okay. So you know, I'm  
17 not attempting to prevent dialogue or prevent you from  
18 partaking in what's going on. I am saying it's about  
19 science, guys; and moreover, I'd like you to allow the  
20 panel to drive this process as far as possible.

21                   If, however, there are things that you  
22 feel are not being addressed that are appropriately  
23 addressed or you have questions or you have information,  
24 we will take that information. And the way I'd like to  
25 do it in this workshop, at least, is to have that come

1 to us in the form of written comments or questions; and  
2 they come to me, not to the panel. Now, I'll pass them  
3 on to the panel; and if they deem it something they want  
4 to talk about, then they'll address it, okay.

5                   We may relax a little bit as we go along.  
6 Let's just see if that works. For now, at least, I want  
7 to work with this idea of information coming to us in  
8 the form of written comments or questions. You'll find  
9 that we're going to take lots of breaks. You will have  
10 lots of opportunity. I pledge that I will be available  
11 to each of you if you have questions you want to raise;  
12 that you will have access. And we will address the  
13 things that you need to address if they're germane to  
14 what we're discussing.

15                   And lastly, in terms of the code of  
16 conduct, I want to mention that, you know, I've done  
17 some outreach for the various parties and, you know, I  
18 know you may all have suspicions and things about how  
19 this all works or about other parties here. Let me tell  
20 you, every single person that I've spoken to has  
21 committed to making this a scientific process and making  
22 it to -- respecting the integrity of that process and to  
23 maintain high professional standards throughout.

24                   And I'll actually point out, for  
25 instance, that I didn't even have to ask some folks for

1 that. The environmental community -- Erin was there.  
2 Hi, Erin. When I reached out to the environmental  
3 community, Erin just volunteered that she committed to  
4 understanding the process and to respecting the  
5 scientific integrity of everyone who's here. So I've  
6 seen similar pledges from some of the other interested  
7 parties and from the individual scientists. So I want  
8 you all -- and I hope, let's really do our best. I  
9 received those commitments, I'm going to try and hold  
10 you to those commitments. And I expect, you know, that  
11 we will treat this as a purely technical scientific  
12 discussion.

13                   Some housekeeping issues. As I  
14 mentioned, there will be complete transcripts of  
15 everything we say. That raises a problem for our poor  
16 court reporter, which is someone in the back says  
17 er-er-er. And there's two problems with that. Can you  
18 even spell that? It raises two problems. A, she can't  
19 hear you, so please speak up. And two, she doesn't know  
20 who you are. So when you make a comment or if we ask  
21 you -- you know, if I say, Dr. Crandall, who's sitting  
22 over here, Dr. Crandall, what do you think. You know,  
23 if I've addressed you that way, great. But if I say,  
24 Tim, what do you think? You might say, I'm Tim King and  
25 this is my opinion, okay. That works. Okay. So that's

1 a housekeeping issue.

2                   The transcripts take a little while to  
3 get processed. I'm sure you'll -- some of you will at  
4 least want to get copies of this, so we will do our  
5 best -- they're part of our product for the service, so  
6 I'm not quite sure how we release all this stuff, but  
7 we'll try to get them done as quickly as we can and  
8 certainly over to the service. Likewise on digital  
9 recordings, we have somewhere --

10                   MS. SZTUKOWSKI: Around.

11                   DR. COURTNEY: Around us. We have  
12 recorders listening and recording everything. We're  
13 going to be shipping those recordings to some of the  
14 scientists who can't be present but we want to keep  
15 informed. And you know, if you need these things, if  
16 you want to share them with somebody during the course  
17 of the meeting, I'll certainly do my best to try to get  
18 them to you. So that's just a commitment to try and  
19 help things along.

20                   We will produce a report. I mentioned  
21 it's coming up depressingly soon, but that's delivered  
22 to the service and ultimately the release of that report  
23 will be governed by the service, and I'm sure they'll  
24 release it in good time and indicated that they won't  
25 keep everyone waiting.

1                   A couple of other things. We -- one of  
2 our panelists has had a family emergency and is sitting,  
3 unfortunately, in a surgical hospital right now; and so  
4 he will be calling in at various points maybe to ask  
5 questions or to listen to testimony. We'll also be  
6 having at least one, perhaps other several scientists  
7 calling in on a speakerphone. So again, this isn't  
8 ideal, but remember we had -- you know, we have had this  
9 contract a month and the service has about a month left  
10 to make all its decisions, right.

11                   So everyone's in a very tight time frame,  
12 and just bear with us, and I beg your indulgence for  
13 trying to do what it takes to make this work for  
14 everybody. So when we have the speakerphone up here, it  
15 would be great if, again, the folks who are speaking to  
16 the participants really are articulate and clear, and  
17 the rest of you can kind of keep the noise down once  
18 we're doing that.

19                   The panel composition. Originally there  
20 were five panelists, and as you can see, there are only  
21 three sitting here. One of the panelists, as I  
22 mentioned, has a family emergency, Dr. Ron Van Den  
23 Bussche. I regard him as still a member of the panel,  
24 and he will participate in our discussions. We've been  
25 talking to him, exchanging ideas with him, and some of

1 the things we're going to be raising in our discussions  
2 this morning will have actually come from him. We'll be  
3 going back and forth with him during the course of this  
4 meeting. As I said, I hope that he'll be able to call  
5 in and ask his questions directly. He will participate  
6 in the write-up.

7                                 We had a fifth panelist, Dr. Eric  
8 Routman, who withdrew, and he withdrew at my request. I  
9 don't think it's any importance on the transparency  
10 issues to explain why. He had done nothing wrong, in my  
11 opinion, but there was an issue about whether he was  
12 perhaps perceived as being too close to one of the  
13 participants. I believe that what he -- he followed the  
14 practice -- and I discussed these issues with him, and  
15 he was following the normal code of scientific practice  
16 without saying, well, NSF allows you to still have  
17 contact with other scientists and to be, in some ways,  
18 associated with and provide you, are very clear about  
19 that.

20                                 And I agreed with that, but given the  
21 particular sensitivities of this issue, I decided just  
22 simply to avoid any appearance of lack of impartiality.  
23 And so Dr. Routman has withdrawn, he's not going to be  
24 taking part in the decisions. He's not going to be  
25 taking part in the write-up. We have four panelists,

1 and you'll get four votes on the status.

2                   Let's see, recent panel activity. You  
3 should know that we've had two phone conversations with  
4 the panel, and we met briefly this morning just to talk  
5 about scope. I anticipate there will be a lot of to and  
6 fro amongst the panel. Some of it, you know, over beers  
7 in the evening. Some of it, you know, may be in the  
8 men's room, I don't know. Some of it won't be simply  
9 saying, you know, we really just need to focus in on  
10 some of these issues. Most of the discussions, though,  
11 will be here. The panel, you may see them having  
12 discussions among themselves up here, but bear with us  
13 because we're still, as I said, trying to figure out how  
14 to make sure we get all the information we need.

15                   There have been changes to the schedule  
16 as we go forward. Some folks were more or less  
17 comfortable doing different things. And so be aware  
18 that, you know, we're trying to be responsive to that;  
19 make sure we get the information we need; and that the  
20 panel may take me to the side; take me out to the  
21 woodshed; say, hey, we need to focus in on these issues  
22 more. So be aware, again, as I said, we will perhaps  
23 take frequent breaks once we discuss what to do.

24                   Other than that, I believe we're on to  
25 the last item, which is simply introductions. And,

1 Lisa, have I forgotten anything? Thank you. One of the  
2 things I should have mentioned about SEI is that we have  
3 a board of directors, and one of those directors is a  
4 gentleman called Barry Noon who's a professor of  
5 wildlife biology here at Colorado State, a long-term  
6 friend of the organization.

7                   And Barry is the one who arranged for us  
8 to have this meeting room and, in fact, Colorado State  
9 has just bent over backwards to help us put this meeting  
10 together. I wanted, before we go any further, to  
11 acknowledge what a terrific job they've done and hope  
12 you find this is a nice place to have the meeting. So I  
13 know Barry's not here, but I'm certainly grateful for  
14 him for setting this up. Thank you. Anything else we  
15 need to talk about?

16                   Then, perhaps, if you guys want to move  
17 up front. What I thought we might do is go around the  
18 room for a minute and just ask who you are, identify  
19 yourselves, don't go into long statements about what you  
20 want to do here or just a statement. Just say who you  
21 are so we can get a feel for who you are and what -- who  
22 you're representing. But before I do that, I thought I  
23 would just introduce the panel and maybe ask them to do  
24 exactly what I've asked you not to do, which is to talk  
25 a little bit about who they are, what they do, what

1 their interests are, and essentially spend a bit of time  
2 explaining to you what their skill sets that they might  
3 bring to this issue. So I don't know, Scott, you're  
4 first up.

5 DR. STEPPAN: Okay. Would you like me to  
6 use the microphones or can you hear me well enough? So  
7 I'm Scott Steppan. I'm an associate professor at  
8 Florida State University. My research -- and I've been  
9 there about eight years now. Previously I did a Ph.D.  
10 at the University of Chicago and postdoc at the  
11 Smithsonian.

12 My research has got several parts, but  
13 the largest part that I've been working on the last few  
14 years and the ones that most directly relate to this  
15 panel are -- deal with mammalian systematic  
16 phylogenetics, so I reconstruct evolutionary histories  
17 and relationships amongst organisms. Most of my focus  
18 is in rodents, not, however, including *Zapus hudsonius*;  
19 so I work with mice and rats and hamsters and gerbils  
20 and the muroid rodents. This is a very large group  
21 representing about a fourth of all mammal species.

22 And I use various DNA techniques, mostly  
23 DNA sequencing, mostly of nuclear genes -- which are  
24 slowly evolving because this is a fast-evolving group --  
25 at molecular level and speciation level. And so I use

1 those techniques in fairly large scale in terms of large  
2 number of species and large amounts of data to  
3 reconstruct those evolutionary relationships.

4                   The scope of my work ranges from fairly  
5 broad at the whole superfamily level, which includes  
6 about 1400 species, to within species phylogeography.  
7 And phylogeography is essentially phylogenetics within  
8 the species level, looking at geographic patterns and  
9 gene relationships, which is very much relevant to this  
10 topic. And so my expertise or the studies I've done in  
11 phylogeography involve both mitochondrial gene  
12 biogenetics as well as nuclear gene biogenetics. I have  
13 not used microsats which are used in some of these  
14 studies.

15                   And most of my expertise is on some South  
16 American mice, and that's where I've done most of my  
17 work. I have not done a lot of work in North  
18 American -- on North American species, but a fair amount  
19 on South American as well as Philippines and some other  
20 groups.

21                   I have done -- in addition to the  
22 molecular work, I also have background in what's called  
23 alpha taxonomy, which is identifying species and naming  
24 them. So I've named several species from both -- for  
25 molecular reasons and traditional morphological-based

1 taxon. A lot of museum work. I've measured thousands  
2 of individual animals for the South American groups that  
3 I work on. And I've also done some work with fossil  
4 animals and identifying -- I named some new species of  
5 extinct rodents.

6                   And so that covers kind of a gamut of  
7 techniques, from fairly small scale traditional  
8 museum-based studies to fairly large scale molecular --  
9 modern molecular approaches. Is there anything else,  
10 Steve, that you think should be covered?

11                   DR. COURTNEY: No, I think that's good.

12                   DR. DUMBACHER: Okay. I'm Jack  
13 Dumbacher. I'm curator and department chair in  
14 morphology and mammalogy at the California Academy of  
15 Sciences in San Francisco. I did my undergraduate work  
16 at Vanderbilt University in Nashville, Tennessee. I did  
17 some work on a master's degree at Clemson University and  
18 then transferred to University of Chicago where I got my  
19 master's and my Ph.D.

20                   I worked at the Smithsonian for about  
21 seven years initially on a postdoc project in a  
22 different lab than Scott. Scott worked at the  
23 laboratory of molecular systematics, and I worked in Ron  
24 Fleischer's lab at the National Zoological Park and also  
25 at the Conservation Research Center in Front Royal,

1 Virginia. And while working with Rob, I did a lot of  
2 phylogenetics and also -- phylogenetics and  
3 phylogeography mostly with Rob there.

4                   I'm perhaps better known for work that  
5 I've done on poisonous birds in New Guinea, extracting  
6 toxins and studying toxins, although that's not as  
7 relevant here, although a lot of the work we did there  
8 was studying population differences, population  
9 genetics, phylogeography to understand how those species  
10 were split and how the toxins evolved in the different  
11 groups. A lot of that was phylogeography.

12                   And my interests are more in line with  
13 phylogeography and phylogenetics, and so most of the  
14 work that I'm doing now is more -- based on that, I have  
15 a grant from NSF right now, and we're studying  
16 phylogeography and phylogenetics of six very subdivided  
17 species that are spread throughout the lowlands of New  
18 Guinea, and that's an ongoing project. We have most of  
19 the data now, and we're hoping to get some papers out by  
20 the end of the year. And that's very much the same type  
21 of issue that we're dealing with here today with the  
22 *Zapus* mice.

23                   And then I've also done a lot of  
24 phylogenetics of larger groups, so we worked on  
25 phylogeny for Aegothelidae, which are the

1 owl-nightjars that are centered in southeast Asia.  
2 And also melanocharitidae, which is a group called the  
3 berrypeckers, which is an eminence in New Guinea. And  
4 we're working on a couple of other families as well,  
5 including pachycephalidae, which is also known as the  
6 the thickheads.

7                   I should say too, these are all bird  
8 species that we're talking about here, not mammals. And  
9 so it's the genes that all these animals have in common  
10 that interest me most. And the thickheads include the  
11 toxic birds, so part of that project is trying to  
12 understand the evolution of toxicity in the group and  
13 mapping those characters on well-resolved phylogenetical  
14 data.

15                   I've done a little bit of mammal work,  
16 very little, and most of that was also genetics. And  
17 right now we're working on elephant shrews with Galen  
18 Rathbun, which is one of the world's elephant shrew  
19 experts, and we're working in Africa. We're trying to  
20 resolve some species level issues in that group. So  
21 that's most of my experience that's relevant to this  
22 matter.

23                   DR. COURTNEY: Maybe you could just  
24 mention that -- the spotted owl work.

25                   DR. DUMBACHER: Oh, yeah. And I have

1 been involved with SEI on two other projects. One of  
2 them is the spotted owl panel, so I sat on that panel  
3 with Rob Fleischer and Craig Moritz. Rob and I did most  
4 of the writing for that product that Steven had, and it  
5 was very much the same type of issue that we have here.  
6 So the northern spotted owl was under review, and it  
7 was -- it was currently protected. And the question  
8 was -- there were two different sorts of -- sources of  
9 data, some of which suggested, according to some  
10 interpretations, that the northern spotted owl was not a  
11 good subspecies and others that suggested that the  
12 northern spotted owl was a good subspecies.

13                   And we have very much the same issues to  
14 deal with. What did the data say, what was the quality  
15 of the data, how do we analyze the data. And then once  
16 the data's all in hand, how do we actually interpret it,  
17 and what is the subspecies and where should one draw the  
18 line. And so this is very much the same issue that we  
19 have here.

20                   And we also participated in a little  
21 workshop in Washington D.C. for the Department of  
22 Interior because Fish and Wildlife Services is engaged  
23 in these type of discussions a lot and they wanted to  
24 know a little bit, but they wanted to have a workshop  
25 and a discussion about how is genetics used for

1 taxonomic decisions. And that was one that I  
2 participated in as well as Keith Crandall and Bob Zink.  
3 So that's my experience with these issues.

4 DR. ARBOGAST: Hi, my name's Brian  
5 Arbogast. I'm an associate professor and curator of  
6 mammals at Humboldt State University in Arcata,  
7 California. I did my Ph.D. at Wake Forest University in  
8 North Carolina and had a postdoctoral fellowship at the  
9 University of Washington in Seattle.

10 My work mostly is at, sort of, the  
11 phylogeography level as well, so using genetic data to  
12 try to understand the biogeographic and evolutionary  
13 history of populations mostly within species or closely  
14 related species complexes. My work has focused  
15 primarily on mammals. I've worked on flying squirrels  
16 probably the most. I've also worked on tree squirrels  
17 and most recently on red tree voles, which are small  
18 rodents.

19 And most of my work has been the values  
20 of mitochondrial data, although of course I've used some  
21 nuclear markers, including amplified fragment  
22 polymorphism and some things like alzyme.

23 I've also done some work in Galapagos  
24 mockingbirds, but most of my work is on mammals and  
25 mostly on rodents. And I've done some theoretical work

1 on trying to infer different parameters from gene trees,  
2 like we're doing in much of this study, including when  
3 species and populations diverge from one another. And I  
4 think that's pretty much it for me.

5 DR. COURTNEY: Okay. My name's Ron Van  
6 Den Bussche. Ron is, of course, unable to tell you what  
7 he does, but I have his vitae here in my hand if you  
8 want to look at it. He's the -- interesting title,  
9 Curator of Frozen Tissues and Dean For Research at the  
10 College of Arts and Sciences at Oklahoma State. He's a  
11 full professor and has a long history and very eminent  
12 in his field. His -- his master's is from Memphis  
13 State, Ph.D. from Texas Tech and has a long publication  
14 record, it's -- as we're able to see here.

15 He works on a number of different issues,  
16 particularly mammals of various sorts. And his main  
17 expertise is in bats, though he has done some rodent  
18 work and also looked at a number of -- quite a number of  
19 endangered taxa, some of them for the Fish and Wildlife  
20 Service. I see he's done work on lesser prairie  
21 chickens and the whole issue of how many prairie  
22 chickens are there, and also on fish. And that's it. I  
23 mean, he has expertise in a number of genetic and  
24 morphological techniques. I have his paper here, just  
25 recently -- while I'm now talking about DNA,

1 chromosomal, and working gophers, a 1997 paper was on  
2 genetic integration between -- to fish tanks.

3                   Anybody else want to weigh in on Ron's  
4 expertise for me? No.

5                   DR. ARBOGAST: I'll also say moving into  
6 some coevolution between viruses and their hosts and the  
7 molecular issues involved with that.

8                   DR. COURTNEY: So that kind of sets the  
9 scene for the panel -- panel expertise. I'm going to do  
10 a couple of quick things and then probably take a break.  
11 Is it hot in here or is it me? So we're going to try  
12 and fix that -- the temperature at least. So what I  
13 want to do is first alert you to the fact we've got a  
14 sign-up sheet somewhere in the back. And if you want to  
15 be -- if you'd please sign in so we have your materials  
16 and we can send you anything you want.

17                   Secondly, I just want to invite you all  
18 to just say who you are so that we know -- we can put  
19 faces with the names. So we'll do that and then we'll  
20 take a short break. Keith.

21                   DR. CRANDALL: Keith Crandall --

22                   DR. COURTNEY: Maybe you might stand up  
23 so people can see you.

24                   DR. CRANDALL: Keith Crandall. I'm a  
25 professor at Brigham Young University.

1 DR. RAMEY: Robert Ramey, I'm on the team  
2 to work on Preble's mouse systematic taxonomy issues,  
3 and currently I consult on some of the bigger species  
4 for DOI and Washington. I have to send my regrets to my  
5 other team members who couldn't make it today. They are  
6 in the field or in the laboratory right now.

7 MS. KOHLER: Judy Kohler with the  
8 Associated Press out of Denver.

9 MS. SZTUKOWSKI: Lisa Sztukowski with  
10 SEI.

11 DR. COURTNEY: If there's any problems,  
12 by the way, bring them to Lisa.

13 MR. MCDONALD: I'm Peter McDonald from  
14 the U.S. Forest Service in Denver.

15 MS. HOLTMAN: I'm Laura Holtman from the  
16 Denver Museum of Nature and Science.

17 DR. KING: Tim King with the U.S.  
18 Geological Survey in town science center.

19 MS. ASCHWANDEN: Christie Aschwanden with  
20 High Country News.

21 MR. MCCLEAN: Seth McClean with the  
22 Colorado Division of Wildlife out of Colorado Springs.

23 MR. NICHOLAS: Bob Nicholas, I'm with the  
24 Wyoming Attorney General's Office.

25 MS. LINNER: Susan Linner, Fish and

1 Wildlife Service in Colorado.

2 MR. BAKEMAN: Mark Bakeman, Ensight  
3 Technical Services.

4 MS. MEANEY: Carron Meaney, Meaney and  
5 Company.

6 MS. JENNINGS: Mary Jennings, Fish and  
7 Wildlife Services.

8 MS. ERWIN: Kathleen Erwin, Fish and  
9 Wildlife Services.

10 MS. MCCANN: Debby McCann with U.S.  
11 Senator Mike Lindsay's office in Cheyenne, Wyoming.

12 MS. LEGERSKI: Katie Legerski with  
13 Congresswoman Barbara Cubin's office in Wyoming.

14 MR. HANSEN: I am Craig Hansen, former  
15 grad student on the Preble's.

16 MR. BOHON: I'm Dennis Bohon with the  
17 U.S. Forest Service outside of Denver.

18 MR. MOLVER: I'm remember Erik Molver  
19 with Biodiversity Conservation Alliance in Laramie,  
20 Wyoming.

21 MS. ROBERTSON: I'm Erin Robertson with  
22 Center for Native Ecosystems.

23 MS. FALLON: I'm Sylvia Fallon, a science  
24 fellow at Natural Resources Defense Council.

25 MR. SLACK: Jay Slack, Fish and Wildlife

1 Service, Denver.

2 MR. WILLEY: I'm Seth Willey, Fish and  
3 Wildlife Service in Denver.

4 MR. PLAGE: I'm Pete Plage, Fish and  
5 Wildlife Service, Colorado field office.

6 MS. MICHAEL: Alison Michael, Fish and  
7 Wildlife, Colorado field office.

8 MR. ROSENLUND: Bruce Rosenlund, U.S.  
9 Fish and Wildlife Management Assistance and Preble's  
10 recovery team.

11 MR. BONAR: Mike Bonar with El Paso  
12 County Environmental Service.

13 MS. SCHERFF-NORRIS: Krista  
14 Scherff-Norris, Colorado Springs Utilities.

15 MS. BAYARD: Shelley Bayard, graduate  
16 student here at Colorado State.

17 MR. WURDER: Bruce Wurder, I'm a  
18 mammalogist here at CSU.

19 MR. SIEMERS: Jeremy Siemers, Colorado  
20 Natural Heritage Program.

21 MR. SHERMAN: Mike Sherman, Colorado  
22 Division of Wildlife out of Fort Collins.

23 MR. SCHORR: Rob Schorr, Colorado Natural  
24 Heritage Program.

25 MR. FAUX: Ken Faux, I'm a landowner and

1 that's highly affected by the issue and a former trusty  
2 in El Paso County, one of the areas that have the  
3 problem.

4 MR. MIHLBACHLER: Brian Mihlbachler, Fish  
5 and Wildlife Service and natural resource's manager at  
6 the Air Force Academy.

7 MR. CRIFASI: Bob Crifasi, I'm with the  
8 City of Boulder.

9 MR. POISTER: Paul Poister with Policy  
10 Communications in Boulder.

11 MS. PAXSON: I'm Mary Paxson, U.S.  
12 Senator Craig Thomas' office in Cheyenne.

13 MR. KUNZ: I'm John Kunz with the  
14 regional solicitors office in Denver.

15 MS. KOEHLER: I'm Amanda Koehler with the  
16 regional solicitors in Denver.

17 MR. COMER: Bob Comer, Interior  
18 Department.

19 MR. WILSON: Ken Wilson, Department of  
20 Fish and Wildlife, confidential team.

21 MS. JACKSON: Tina Jackson, I am with the  
22 Colorado Division of Wildlife in Colorado Springs.

23 MR. BRANDIS: Ben Brandis: Governor  
24 Freudenthal's office in Cheyenne, Wyoming.

25 MR. BUTLER: Steve Butler, ERO Resources.

1                   MR. BLICKENSDEFER: I'm Tom  
2 Blickensderfer for the Colorado Department of Natural  
3 Resources.

4                   DR. COURTNEY: Okay. So I hope you  
5 appreciate, you know, how much effort has gone into  
6 getting you all here, and I certainly welcome you-all,  
7 and you're aware of all the various interests that are  
8 represented. I want to assure you before we break that  
9 you-all now have an opportunity to have your issues  
10 raised if they're scientific for the panel, give you the  
11 opportunity to make sure you can come and talk to me.  
12 And so why don't we take, literally, 5 to 10 minutes --  
13 10 minutes, 10 minutes once we try and figure out the  
14 eating issues and, you know, talk amongst yourselves,  
15 and we'll discuss what we want to do with the time.  
16 Thank you.

17                   (Recess taken from 11:02 a.m. to 11:16  
18 a.m.)

19                   DR. COURTNEY: All right. So here's what  
20 we'd like to do in this next section of the meeting,  
21 which is the panel and I talked over about maybe giving  
22 you a little bit of a roadmap of some of their issues  
23 and some of the things that they're going to be focusing  
24 on. So I know that this isn't on the agenda, but this  
25 is really to try to help you-all understand about what

1 are the things that the panel are identifying as some of  
2 the key issues they want to have addressed during the  
3 course of the meeting.

4                   The agenda thus far kind of lays out  
5 broad areas. What they're going to do is tell you a  
6 little bit more about what they're focusing in on in  
7 some of those areas. Then after that -- after we've  
8 done that kind of introductory work, then I'm going to  
9 move ahead with the first kind of in-depth discussion  
10 and ask Dr. Ramey to come up. And we're going to talk a  
11 little bit about the history of the taxonomy of this  
12 group and invite him to kind of give his own view of the  
13 situation.

14                   So let's begin, though, by asking the  
15 panel to talk about what they currently see as some of  
16 the questions they want to have addressed.

17                   DR. DUMBACHER: Okay. I've been chosen  
18 to --

19                   AUDIENCE MEMBER: Can we ask you to use  
20 the microphone? You kind of tail off.

21                   DR. DUMBACHER: Is that okay? Can  
22 everybody hear me? Sounds like it's on. How's that?  
23 Is that better? And let me know if I start to move away  
24 from the microphone, and you can't hear me. Just, you  
25 know, put your hand up or say something; I'll do my

1 best.

2                   So let me just preface this by saying  
3 thanks for so many people coming. It's really important  
4 for us to get a lot of the key players here in the room,  
5 and I know it was a big sacrifice for many of you to  
6 come; so thank you very much for all coming. This will  
7 be really important for us as we work through all this  
8 data.

9                   I also want to say that we've read all  
10 these papers already, and we've read all the critiques  
11 of all these papers, some of them are quite in depth.  
12 And so this meeting is not necessarily -- so we've  
13 already formulated some of our opinions and we know what  
14 questions we need to ask and there will probably be some  
15 other questions that come up during this meeting that we  
16 realize that we need to ask.

17                   And what I'd like to do now is say that  
18 we recognize that there is a fundamental disagreement,  
19 and that's one of the things that's caused riff in this  
20 community. And what we hope to do is try and understand  
21 where those disagreements stem from on some of the  
22 causes of these disagreements. And a lot of the  
23 questions that we're going to be asking will be focused  
24 on exactly that, those disagreements.

25                   And so to preface this, I just want to

1 say to everyone in the room and to the people who are  
2 going to be asking these questions of, these are some of  
3 the issues that we think are going to be key. Now, some  
4 of these we already have a lot of this data, so we don't  
5 need to go into these; but some of these we will have  
6 substantive questions about. And this is in no  
7 particular order, and I'm going to -- since we haven't  
8 had a chance to go over all this material within the  
9 panel here, I might ask at various times for the panel  
10 members to weigh in and correct me and make sure that  
11 I've said anything that I need to say and not anything I  
12 didn't need to say.

13                   So in no particular order, some of the  
14 disagreements stem from the morphological data and the  
15 morphological analyses. And some of the questions that  
16 are going to be key to us as panelists is that several  
17 key qualitative characters that were considered in the  
18 original description of *preblei* -- of *Zapus hudsonius*  
19 *preblei* were not considered by Ramey in his paper, and  
20 we believe that's probably largely because they're not  
21 easily quantified in the type of analysis that he did.  
22 So our questions are going to ask, well, how important  
23 are these characters for evolutionary significance for  
24 local adaptation for determining whether or not these  
25 are distinguishable.

1                   And also in terms of the analysis, is  
2 random uniform measures of skull shape likely to recover  
3 the key differences among the taxa and are the sampling  
4 scheme in term of characters adequate for this work.  
5 We're also going to be looking at which statistical  
6 techniques were used and how appropriate those were for  
7 the work.

8                   Another question that we've tossed back  
9 and forth amongst ourselves is burden of proof. I'm  
10 sorry, I tend to talk a little bit fast. Another issue  
11 for us -- and I'm not sure how we weigh in on this, to  
12 be honest -- is an issue of burden of proof. So when  
13 taxonomists sit down, we often work with a lot of  
14 information from the geographical distribution. We'll  
15 put, you know, sometimes hundreds of specimens on a  
16 table and begin sorting them into groups.

17                   When we actually sit down to write our  
18 description, we usually try and focus on a few key  
19 characters that can easily be translated and used by  
20 others. And it usually, although we hope that it  
21 encompasses some of the key differences, it doesn't  
22 necessarily encompass all the differences that are  
23 found.

24                   And so the question is, if this is a  
25 subspecies that's been recognized for a hundred years in

1 the field and we want to -- and we want to decide that  
2 it no longer deserves subspecies status, who has the  
3 burden of proof. Is it our burden to decide that there  
4 is no evidence and that these are -- that these should  
5 be synonymized; or if there's lacking evidence, do we  
6 decide to go with the original description and wait for  
7 more data that might be more definitive. And like I  
8 said, we haven't made a decision about whose burden of  
9 proof it is, but that is an important issue for us as  
10 panelists.

11                   In addition to the morphology, there's an  
12 issue of contamination of samples for some of the  
13 genetic data; and these issues have been raised by both  
14 sides. For some of the work that's been done with study  
15 skins -- and the panelists here do have experience with  
16 the so-called ancient DNA or substandard sampling of  
17 DNA. Oftentimes, this is treated just like normal DNA  
18 in the laboratory and the results are fine, we get  
19 along, we publish these things.

20                   But in cases where we get iconic classic  
21 results or it's a highly charged situation, we're often  
22 asked for additional proof. Oftentimes these data are  
23 replicated in a second laboratory or replicated in some  
24 ways in our own laboratory. And in most cases, we have  
25 separate laboratories for extraction and PCR setup.

1                   And so one of the things that we're going  
2 to ask is a little bit about those data and what  
3 controls were made. I should also say that we're not  
4 doubting anyone's scientific integrity here, we're just  
5 looking at how these studies were done. And if we do  
6 come to the impasse where the data are disagreeing or  
7 that one set of data is unreplicable, we just have to  
8 make some decisions about how to proceed. And it's not  
9 a question about the integrity of any of the scientists.

10                   This sort of thing happens all the time  
11 in the laboratories where data can't be replicated or  
12 one person gets one result. And we just want to get to  
13 the bottom of which data, if we have to choose -- and we  
14 may not have to choose because in some cases the data  
15 are agreeing -- but if we have to choose, we do want to  
16 make some decisions about which data are stronger than  
17 others.

18                   DR. STEPPAN: And I just want to jump in  
19 that it may well be that there's absolutely no reason to  
20 us to doubt any of the data that comes through, and we  
21 will find absolutely no reason to have any specific  
22 concerns, and we may be left with some data that are not  
23 fully in agreement and we may not be able to understand  
24 why. We're just trying to explore why there might be  
25 differences in the two sets of results.

1                   DR. DUMBACHER:  And likewise, field  
2 collected data that tends to be of higher template  
3 quality can also be contaminated if the field methods  
4 allow the samples to mix.  So there's been some  
5 questions about ear punches, those are very small ear  
6 punches.  And if the tools used to take those samples  
7 have not been adequately cleaned or sterilized -- and  
8 there's a number of ways to do this in the field -- this  
9 can also cause contamination.  So we'd like to ask some  
10 questions about some of the field techniques of both  
11 studies as well.

12                   So those are some of the issues that we'd  
13 like to discuss a little bit having to do with  
14 contamination and reliability of data.

15                   One of the things that we're not likely  
16 to talk as much about, just because the issues are very  
17 well outlined in the papers and seem to be very  
18 transparent, have to do with geographic sampling and  
19 which geographic areas have been sampled and also which  
20 genetic regions have been sampled.  We think that some  
21 of the differences in the outcomes of the two studies  
22 have to do with the sheer amount of data available and  
23 the power involved in having different amounts of data  
24 that might have to do with the genetic sampling.

25                   The geographic sampling is quite

1 different in the two studies. Both of them are very  
2 logical and they're very appropriate for the types of  
3 questions asked, but they do tend to lean to different  
4 types of outcomes; and so we'd like to -- this is  
5 something that we are going to be thinking about. And  
6 like I said, we probably won't raise too many questions  
7 because it's pretty clear to us the differences in the  
8 study designs and how this was done. But this will be  
9 very critical in our determination as a panel or how we  
10 think about these things as a panel.

11                   And so the power to detect differences,  
12 how much data is enough, and if you don't see  
13 differences is the question that we -- do we have enough  
14 data, is it the right kind of data, or could we have  
15 done something -- or could we have found something  
16 different if we had more data or different data.

17                   We also have a couple questions about the  
18 various analyses that were done and the use of various  
19 software, including structure, migrate, and TCS. So  
20 these are very complex software packages, and there's a  
21 variety of ways that you can set these software packages  
22 up.

23                   In most cases, one hopes that the way  
24 that we set these up are -- that the outcome is fairly  
25 robust against some of these different assumptions;

1 but in cases like ours with Preble's jumping mouse, the  
2 data is, you know, is so controversial; and we just want  
3 to make sure that we've got all those things set up  
4 correctly and that we're using the software  
5 appropriately.

6                   And this is true for discriminate  
7 functional analysis and PCA-type analysis also for the  
8 morphological data, so the analysis -- we will have some  
9 questions about analyses.

10                   One of the things that's come up quite a  
11 bit in the different authors' assessment and discussions  
12 of their own work as well as many of the critiques that  
13 we've read is that, to a large extent, it comes down to  
14 definition, what is our definition of subspecies and how  
15 do we work with that. And there are -- all I can say is  
16 as panel members, we have decided not to make a decision  
17 about what a subspecies is, but we've compiled a number  
18 of different definitions that are out there in the  
19 literature. And what we hope to do in our final report  
20 is to say that according to this definition, this is how  
21 we think the data fall. And according to this  
22 definition, this is how we think the data fall. And  
23 according to this definition, this is how the data fall.

24                   And because the scientific community has  
25 not reached an agreement about definitions for things

1 like subspecies, we think it would be inappropriate for  
2 us to come to a decision on this panel about such  
3 things; but we will try our best to provide some sort of  
4 information for -- to Fish and Wildlife Service on these  
5 issues as well.

6                   And if anyone has a favorite definition  
7 that they know of in the literature, feel free to bring  
8 that to us at some point and we'll make sure that we  
9 include it in our discussion. And this includes things  
10 like -- in many of these different reports, there's a  
11 discussion about whether there's reciprocal monophyly in  
12 these groups and how important is that.

13                   Well, that may be important for some  
14 definitions of subspecies and it may not be important  
15 for other definitions of the subspecies. But yet we  
16 will try and look at what the different analyses say,  
17 whether or not these fall into clades, whether the  
18 clades are reciprocally monophyletic and such things,  
19 although we can't necessarily say that this says that  
20 they are subspecies or not, okay. But we will be trying  
21 to delve into some of those issues about rooting and  
22 clades and what these trees do show us.

23                   And I think that's most of what is in our  
24 minds right now and most of what we, as a panel, are  
25 going to be focusing on. But like I said, there will be

1 other issues that come up during the discussions that we  
2 think are going to be appropriate too.

3                   Are there any other things that I've left  
4 out?

5                   DR. STEPPAN: I would add just sort of  
6 one general comment that I think Steve had already  
7 commented, that because of the hurried pace of this  
8 whole process, we haven't had a lot of time to discuss  
9 the material as a panel and so a lot of times we may  
10 actually understand the details fairly well individually  
11 from having read the papers, but we may want to discuss  
12 things amongst -- in the open but amongst ourselves.  
13 And so it's going to be kind of, I think --

14                   DR. COURTNEY: Conversation.

15                   DR. STEPPAN: -- conversation, and it's  
16 not always a straightforward agenda process, but we're  
17 still going to work through some of the things. And  
18 some of the points we will discuss, as I said, are in  
19 the literature and we would have read it, but we may  
20 want clarification and we want to just raise issues that  
21 are conceptually interesting even if we're not  
22 necessarily unsure about the facts.

23                   DR. COURTNEY: Any other comments from  
24 the panel? Okay. So like I said, most of that  
25 conversation or discussion was to give you kind of a

1 heads-up of some of the things the panel is focusing on.  
2 I just want to emphasize one thing both of you  
3 mentioned, though, which was just because, you know, it  
4 may not be the topic for a lot of conversation doesn't  
5 mean it's not being addressed. Some of these issues  
6 perhaps the panel have already, you know, looked at --  
7 and you mentioned the issue of sampling and it's fairly  
8 explicitly addressed in the papers -- and we may not  
9 address it in detail in this workshop; but you know, you  
10 can rest assured that those things will be addressed, or  
11 if you're not assured, you know, come and talk to us  
12 about it; and we will determine whether we are actually  
13 in good shape on that issue or not.

14                   So with that, then I think we're ready to  
15 move on to the next topic. Yes? Okay. So I thought it  
16 would be useful -- you know, I've given all the  
17 scientists the opportunity to come and meet with the  
18 panel and talk about their work. Dr. Ramey, who's part  
19 of the reason we're all here, right, I think it's  
20 appropriate for him maybe to give a little bit of an  
21 overview of the history of the Preble's mouse issues and  
22 explain something about how this all came about. So  
23 maybe you could do that to begin with. And then we'll  
24 ask you to come up and set you up up here, and you can  
25 sit next to the panel --

1 DR. RAMEY: Okay. Thank you.

2 DR. COURTNEY: -- and that way you can  
3 both see the panel and see the audience. And like I  
4 said, this will probably be the only quasiformal  
5 presentation in the entire workshop. And as well, he's  
6 assured me it'll be very brief.

7 DR. RAMEY: Yes. You've already read the  
8 papers, so I don't need to go into a great deal of  
9 detail on those particular things. But first of all, in  
10 the interest of openness and talking about scientific  
11 issues, there's a certain offering of all branches I  
12 think that's appropriate here. So Tim King, I wanted to  
13 offer a personal apology to you for some comments that  
14 ended up in the press, I hope you accept that.

15 DR. KING: Certainly.

16 DR. RAMEY: Because this is really a  
17 debate about scientific issues and where one draws the  
18 line on what's considered to be a subspecies and also a  
19 distinct vertebrae population base under the ESA. I've  
20 had some previous experience in the prairie having done  
21 my dissertation work at Cornell on mountain sheep  
22 taxonomy and evolution, published a number of papers on  
23 that. Some of the tests that we used on the Preble's  
24 mouse date back to the discussions we had on those sorts  
25 of issues.

1                   Here's the organism of interest today,  
2 the meadow jumping mouse. I'll visit with you and tell  
3 you about the taxonomic history a bit, why we asked the  
4 questions that we did, what kind of conceptual approach  
5 we used, and then what were our basic conclusions. And  
6 then I'll go into greater detail on other things under  
7 the morphology and genetics sections; but feel free to  
8 ask me questions at any point, please.

9                   DR. COURTNEY: They do, trust me.

10                  DR. RAMEY: Okay. Great. So the meadow  
11 jumping mouse, *Zapus hudsonius*, is a polytypic species  
12 that covers approximately half of North America. So  
13 from southeastern United States all the way to tree line  
14 in Alaska and Canada out to the Key Peninsula. This was  
15 -- the first real paper of significance was Preble in  
16 1989, and relevant to the issues we're discussing today,  
17 the prairie jumping mouse, was described in this area by  
18 Preble.

19                  There was a split -- a pallidus -- I've  
20 escaped the author right now that split that off, but  
21 the real significant work to come along next was by Phil  
22 Krutsch in 1954, Raymond Hall from the University of  
23 Kansas. And so Hall had promised the dying Preble that  
24 he would revise the taxonomy of *Zapus* in North America.  
25 There are actually three species, so the meadow jumping



1 Actually, Bruce Wonder back here had developed some  
2 genetic markers to ask whether one can distinguish  
3 between the two species, and I realized the question was  
4 really an issue of subspecies. And so most of the  
5 effort and focus between the two -- go ahead.

6 DR. DUMBACHER: So how much variation was  
7 there between those two species, i.e., were those two  
8 species something that was all -- if I understand  
9 correctly, these were well accepted as two different  
10 species by the taxonomic community?

11 DR. RAMEY: They had -- that was actually  
12 the first real systematic quantitative examination of  
13 that. There was Jones 1981, which used a univari-  
14 statistical approach; and I believe that he considered  
15 them to be reasonable species, although there was some  
16 question. Jones' primary conclusion on hudsonius was he  
17 couldn't find recognition for any subspecies.

18 Now, the Conner and Shenk study, which  
19 utilized skull measurements similar to those taken by  
20 Krutzsch, had used -- in fact, our same level of -- our  
21 same approach using discriminate analysis. And they  
22 said that, you know, a high degree of separation -- they  
23 actually didn't use any cut-off or posterior probability  
24 of individual samples. They just used whether it was  
25 greater than or less than .5, so some of the

1 classifications could not be better than flips of a  
2 coin.

3 I actually went back and looked at their  
4 original report which listed all the posterior  
5 probabilities and found that actually the two species  
6 using that method were well separated, so greater than  
7 90 percent. I think it was in the high 90s using  
8 stepwise eliminated discriminate analysis and the  
9 posterior probability cut-off of .95 or better.

10 DR. DUMBACHER: Okay. But those were  
11 species?

12 DR. RAMEY: Species, right, exactly. In  
13 other words, a study that was put out as a report in  
14 1997 by Larry Riggs and -- et al., and they asked  
15 whether Preble's was different from campestris using  
16 mitochondrial DNA. That report was never published, the  
17 data were never publically available. And they had a  
18 very large sampling of preblei and a very small sampling  
19 of campestris, a number of ear punches and skin used in  
20 that study.

21 Now, especially with the owl -- my  
22 involvement or King's involvement in this particular  
23 question --

24 DR. DUMBACHER: Can I ask you one more  
25 question about this map that you have up here? I notice

1 that there are two isolated subspecies as you've shown  
2 it here.

3 DR. RAMEY: Uh-huh.

4 DR. DUMBACHER: One of them is No. 4 down  
5 here and one of them is No. 1, which is Preble's jumping  
6 mouse. How much is this -- is this accurately drawn so  
7 that they are actually --

8 DR. RAMEY: Yes.

9 DR. DUMBACHER: Okay.

10 DR. RAMEY: Yes. I mean, there's been  
11 some trapping efforts out here to ask is there a gap;  
12 and for now it looks like there is a gap between  
13 Preble's and campestris. The question is: Not is there  
14 a gap, but how long has there been a gap there. And  
15 luteus, though, clearly has a gap in its distribution.  
16 Cherry Jones, the Museum of Nature and Science,  
17 department curator there, had discovered what she  
18 thought were luteus in southern Colorado and those are  
19 widely separated from pallidus. So there is Preble's,  
20 campestris, intermedius, pallidus, luteus.

21 Luteus was actually thought -- up to the  
22 time of Jones 1981 -- through Jones 1981 -- to be a  
23 *Zapus princeps* subspecies, and actually that's one of  
24 the reasons that Jones didn't publish his work is that  
25 Yates and Hafner came along and did an alzyme and

1 photometric study and considered luteus to be part of  
2 hudsonius; so there's a revision there. And Dr. Gwilym  
3 Jones, he's at Northeastern; and he said, you know, it  
4 was going to be a huge amount of work to revise that  
5 dissertation -- which you have, it's two inches thick --  
6 and I just thought, you know, I just had to get on to  
7 other things. So anyway, that's basically what happened  
8 there.

9 DR. STEPPAN: I have a question, a  
10 followup on that.

11 DR. RAMEY: Please.

12 DR. STEPPAN: So these are the only  
13 subspecies that have gaps between them?

14 DR. RAMEY: To the best of my  
15 knowledge --

16 DR. STEPPAN: Aren't those gaps more  
17 significant? Are they large geographically than  
18 elsewhere throughout the range or all the other  
19 subspecies drawn as continuous?

20 DR. RAMEY: Well, let me point out, you  
21 know, a limitation to the studies you'll talk about  
22 today. We focused just on this group, about a quarter  
23 of the range of the species. So I'm not familiar enough  
24 with those to comment.

25 DR. STEPPAN: I'm just curious sort of

1 the general pattern of the species in terms of its  
2 natural habitat.

3 DR. RAMEY: I don't know the answer to  
4 that.

5 DR. STEPPAN: Was this just because this  
6 is where the detailed sampling has been because of the  
7 conservation issues? In fact, there could be just  
8 similar sorts of discontinuity throughout the species.

9 DR. RAMEY: Presently I think you're  
10 going to find discontinuity between some of these areas  
11 because of -- just simply agricultural development  
12 occurring in areas, so if you drive across Kansas and  
13 Iowa and extensive cornfields, so -- I suspect that  
14 would be the case.

15 You know, the important point to make  
16 here is that we all realize that this area was under an  
17 ice sheet 14,000 years ago, which it started to retreat,  
18 you know, basically about 12,000. And these are  
19 potentially all recolonizations. We don't know if  
20 they're from the south or from the region in the north,  
21 but there has been recent recolonization.

22 So this present gap is thought to be --  
23 oh, I don't know what the current trapping information  
24 in Colorado did some work on this, but I believe it --  
25 you know, upwards of 100 kilometers, maybe less than 60.

1 That could be addressed by actually asking questions of  
2 some of the other museum samples that are out there of  
3 individuals that have been trapped, maybe some -- they  
4 might be able to assign and tell you whether it's  
5 hudsonius or princeps or hybrid.

6                   Now, this gap does seem to be very real  
7 and this is over, you know, several hundred kilometers  
8 across here.

9                   DR. COURTNEY: Just a point of  
10 information, some of the critiques that have come in  
11 also talk about that gap across. So there are other  
12 comments we should look at.

13                   DR. RAMEY: Yes. So let's fast-forward  
14 again to recent data, a fairly limited data analysis,  
15 just some strict consensus tree and majority rule tree  
16 for their phylogenetic analysis and said that they  
17 thought that Preble's was a good subspecies based on  
18 that in Krutzch '54.

19                   So how did I get involved in our team?  
20 Cherry Jones was at the museum, and I had talked about  
21 doing a collaboration. She was a classic ecologist for  
22 small mammals. I worked on biogenetics, evolution,  
23 biogeography, conservation genetics; and I said let's  
24 think about a project. She suggested the Preble's  
25 mouse, so I read all the original papers cover to cover.

1                   And so when I read Krutzch's '54  
2 description, I saw a number of specimens examined, 11.  
3 And then, you know, knowing that this always has a table  
4 in the back, I flipped to the back and went uh-huh, this  
5 is based on three adult skull samples. That's the only  
6 quantitative basis was the measurement of three adult  
7 skulls. And he looked at the qualitative evaluation of  
8 four adult skins and seven juvenile skins in variation  
9 of halogen juvenile skins.

10                   So I decided this was a reasonable  
11 question to ask as to whether this was a subspecies  
12 or -- so based on our previous work on mountain sheep,  
13 we realized that you can treat these taxonomic  
14 categories as test hypotheses and use some threshold  
15 that had been established in the literature to measure  
16 them against. We used that for mountain sheep taxonomy  
17 in evolution. We, in fact, split out the Sierra, Nevada  
18 paper, Syrian divini subspecies based on discriminate  
19 analysis, mitochondrial DNA analysis.

20                   We synonymized the peninsular Bighorn  
21 sheep in southern California with desert Bighorn sheep  
22 down in here on the basis of morphometric analysis. We  
23 went back and retested the original basis. So I thought  
24 since most of the effort had focused previously on  
25 whether the two species are different, it would be

1 worthwhile to ask, in a very systematic way, whether the  
2 two subspecies were different -- the five subspecies  
3 were different.

4                   Initially we only thought about comparing  
5 Preble's to campestris, pallidus, and intermedius.  
6 Subsequently, after some discussion with the service, we  
7 decided to include intermedius into that sampling. So  
8 you know, we're looking at a subset of the total range  
9 of these.

10                   DR. COURTNEY: But you didn't look at the  
11 princeps?

12                   DR. RAMEY: No, no, not yet. Joe Cook  
13 actually had a partial cytochrome B data set, but for  
14 the -- the three species and hudsonius; but as I recall,  
15 part of that data set had one section set of campestris,  
16 the other part of the data set had the other section of  
17 campestris. There wasn't a great deal of overlap in the  
18 middle, so obviously that's a limitation of all of this  
19 work.

20                   Okay. So what could be listed on the  
21 ESA. You're familiar with this, that there's species,  
22 but some of these more difficult issues come in under  
23 subspecies because they are listable under the ESA and  
24 also distinct vertebrae population segments, which I  
25 don't know if you're charged with looking at.

1 DR. COURTNEY: Okay. No.

2 DR. RAMEY: Okay. Good enough.

3 DR. COURTNEY: In fact, you know, don't  
4 spend too much time on this because this is not really  
5 our charge.

6 DR. RAMEY: Well, subspecies, as you  
7 know, many have been arbitrarily defined using  
8 nonquantitative criteria and many of these taxonomists  
9 didn't really matter in the legal sense until the ESA  
10 came along in 1973 and suddenly they became very  
11 important. But we considered this to be important, and  
12 it's a part of our research to ask whether these would  
13 also fit into a distinct vertebrae population segment.

14 Most of you, I'm sure you realize,  
15 taxonomy is based on poorly defined traits, no  
16 quantitative basis for genetic uniqueness, small sample  
17 sizes, no hypotheses testing, genetic -- or presumed  
18 genetic differentiation could be slight, such as  
19 overlapping differences in size. There might be many  
20 subspecies within a species, and specimens are  
21 identified on the basis of geographic location alone.

22 And I think that's a pretty key point;  
23 that when I first asked my colleagues so how do you  
24 tell -- you know, looking at these tracings, the  
25 distinct vertebrae, well, how do you tell the subspecies

1 apart? And Jerry had said, well, you look at the immune  
2 tag, and it's the location because they're -- there is a  
3 great deal of overlap in them.

4                   Okay. DPS policy, shall I not? Okay.  
5 Go past it. All right. Well, let me -- can I make the  
6 difference respectfully just once?

7                   DR. COURTNEY: Fine. Go ahead.

8                   DR. RAMEY: I want to say that the  
9 distinct vertebrae segment policy actually has some  
10 criteria out there for what could be recognized, and it  
11 might be sort of the lowest level of listing for  
12 populations. And they required discreteness markedly  
13 separated based on quantitative measures of genetic or  
14 morphological discontinuity and significance based on  
15 would the loss of that population result in a  
16 significant gap in the range of the species as a whole.

17                   Okay. So we recognize there was this  
18 problem, that it's like a type 1, type 2 error in  
19 statistics. That if you're testing taxa -- we recognize  
20 this from our work on mountain sheet previously -- if  
21 you set the bar too high, some taxa may fail to be  
22 recognized and subsequently could go extinct. If you  
23 set the bar too low where you potentially will allow any  
24 population to qualify for a listing, there might be  
25 fewer resources. So this does have some policy

1 implications.

2                   How do you try to minimize that error?

3 So we try to sufficiently make sure that the criteria  
4 represented major discontinuities in the genetic  
5 diversity of species, in other words, long-term  
6 isolation or adaptation to unique environment, and this  
7 would allow us to distinguish between very recent  
8 genetic bottlenecks.

9                   Some of the things, for example, we've  
10 recently published on over the last 50 years in the  
11 Mohave Desert affecting -- an interstate highway  
12 affect -- system has affected genetic diversity in the  
13 Bighorn sheep population. So it's important to  
14 distinguish between very recent and historic events,  
15 especially humans are a part of the very recent event.

16                   So we decided the best way to test the  
17 taxonomic validity of the preblei was to ask if the  
18 original taxonomic description was statistically  
19 convincing and biologically meaningful, so look at the  
20 original basis of the description. If not, retest its  
21 quantitative basis where possible. That's where we did  
22 our morphometrics work.

23                   We went back and did the same  
24 measurements that Krutzch did, realizing that there are  
25 some limitations here, but let's see how good it was,

1 also trying to see if we could quantify any of those  
2 qualitative characters. And then we wanted to see if  
3 the results were corroborated by multiple independent  
4 genetic data sets, so we included mitochondrial DNA and  
5 morphometric. And obviously there are caveats  
6 surrounding, you know, the distinguished genetic  
7 markers.

8                   So the idea was to address that burden of  
9 proof issue to try and see if there was concordance  
10 amongst multiple data sets in a majority rule sort of  
11 situation, and we fit criteria to answer the data  
12 collection to make sure of activity. We actually  
13 started off with using -- setting very strict criteria,  
14 which we've stuck with our entire way through this.

15                   Museum samples, so there are always  
16 limitations on these sort of samples you use; however,  
17 this was the first systematic study of the subspecific  
18 taxonomy of this group and this prairie region, and this  
19 allowed us to sample across the geographic range of the  
20 species. And we explicitly debated the different  
21 sampling schemes, large population sizes versus broad  
22 dispersion. And we decided, based on some of the public  
23 literature starting with Lynch and Crease in '86 that it  
24 was the most appropriate way. And voucher museum  
25 specimens are publicly accessible. You can look at them

1 for further study, and we all know that they're required  
2 for taxonomic description.

3                   Okay. What were the criteria we used.  
4 We focused in on Ball and Avise, 1992, because they  
5 required a major subdivision into diversity of species.  
6 So we interpreted that as being greater diversity among  
7 putative groups than within. Mortiz also added the  
8 criteria of reciprocal monophyly to mitochondrial DNA.  
9 We used both of these.

10                   We looked at concordant distributions and  
11 independent traits, so we thought morphology and  
12 molecules as well was what we had to do. And it must  
13 have some evolutionary basis; so in other words, this  
14 gap, for example, must have existed for a long time for  
15 there to be broad separation or there must be strong  
16 adaptation.

17                   We utilized another test that's out there  
18 in the literature and has gained, I think, a pretty  
19 broad acceptance, and that's the Crandall, et al., 2000,  
20 to test for genetic and ecological exchangeability on  
21 recent and historic time scales.

22                   So this is basically what we're looking  
23 at right now with the discussion on Preble's is that on  
24 -- if you used different time scales, are they  
25 genetically or ecologically exchangeable. And so I

1 think that a lot of the discussion today focuses in on  
2 this issue, are they genetically or exchangeable on a  
3 very recent time scale.

4                   Crandall, et al., would require it had  
5 both, ecological and genetic data be unexchangeable; in  
6 other words, you would reciprocally translocate mice and  
7 they wouldn't survey. That would be, like, one test of  
8 ecological exchangeability.

9                   DR. DUMBACHER: Had anyone done such a  
10 test?

11                   DR. RAMEY: No, not yet. One could do  
12 such a test.

13                   Okay. So what do we use as evidence?  
14 Morphometrics, some skull measurements, AMOVA,  
15 discriminate analysis, principle components,  
16 phylogenetic population genetic mitochondrial DNA,  
17 microsatellite DNA, a review of Krutzch's qualitative  
18 description, and a review of the literature on adaptive  
19 diversion. And we came to the conclusion that five  
20 lines of evidence refuted the original taxonomic  
21 conclusions of Krutzch.

22                   And I've been -- I have been in touch  
23 with Krutzch, and he reviewed some of our original work,  
24 and he's been in communication since then, so . . .

25                   DR. DUMBACHER: Would you say that your

1 results refuted the original work of Krutzch or did it  
2 fail to support the original work of Krutzch?

3 DR. RAMEY: Well, I think you could put  
4 it either way. It's basically the same thing that -- I  
5 think Krutzch -- and I could talk about this in the  
6 morphometrics, but I'll address it now. I mean, Krutzch  
7 said that with a quantitative basis -- he said that  
8 Preble's is smaller than most skull dimensions measured,  
9 didn't use any statistical test. And so there were nine  
10 measurements, and so he did a simple AMOVA test using a  
11 sample size of approximately 40 each Preble to the  
12 campestris. We also added intermedius into this later.  
13 And so they were, in fact, smaller for one interorbital  
14 breadth, larger for two, and then insignificant for six  
15 others. And then we decided, you know, that alone  
16 doesn't support the original quantitative basis.

17 DR. DUMBACHER: And what about the  
18 qualitative basis? There was some qualitative  
19 characters --

20 DR. RAMEY: And we agonized --

21 DR. COURTNEY: If you want to sit down,  
22 you can sit down.

23 DR. RAMEY: I don't mind standing. It  
24 keeps my blood going. Thank you.

25 We thought hard about this and looked at a lot

1 of specimens in the museum collection and concluded that  
2 we're going to have a very difficult time trying to do  
3 that. So how do you quantify less black tipped hair on  
4 the dorsal stripe. That's a -- you know, for example,  
5 more inflated bullae. It's -- it's a very difficult  
6 charge to do.

7                   And then there's also the question of  
8 what do these characters mean in terms of the -- you  
9 know, the shape or adaptive diversion potentially of  
10 these organisms. So we decided that they were not  
11 correctly quantifiable.

12                   I talked to one colleague -- actually  
13 Carron Meaney who's here -- and suggested, well, maybe  
14 we should take 50 specimens of each, cover up the tags,  
15 mix them up, and let the experts sort them out using  
16 Krutzch '54. And I think, Carron, your comment was that  
17 would be messy. And you know, having looked at a couple  
18 of hundreds of these in museum collections in Denver and  
19 Kansas, I come to that conclusion, although that's a  
20 qualitative one. But yet we just couldn't come up with  
21 a reasonable way to do that.

22                   And people have tried using spectrometer  
23 readings and such, but the difficulty with that is the  
24 angle of the tack on the beam on the stuffed skin makes  
25 it really, really difficult. Bowen did this sort of

1 thing on beach mice where you have flat skins to be able  
2 to do that, can't do it here.

3 DR. DUMBACHER: Yeah, I'm familiar with  
4 the --

5 DR. RAMEY: So we decided it's just not  
6 -- it's not repeatable. But that's what we thought  
7 about this burden of proof issue and went down the road  
8 of let's get additional different data sets and see if  
9 we can find anything else that's different here and what  
10 degree of difference can we find.

11 DR. COURTNEY: We're going to talk about  
12 the quality in just a minute. Do you have any questions  
13 of Dr. Ramey on the overview, why things were done the  
14 way they were?

15 DR. ARBOGAST: Of the definitions that  
16 you sort of chose to represent the criteria in Ball and  
17 Avise, why did you choose that over -- you know, we were  
18 talking about there's a whole bunch of different  
19 definitions for subspecies in the ERCs and everything in  
20 between. And I was just curious as to why you felt that  
21 was the most appropriate one to equate with subspecies  
22 in this case?

23 DR. RAMEY: I think that it was the first  
24 one that really put forward an evolutionary basis in a  
25 substantial level of divergence. I mean, it requires

1 that they be distinguishable and that there be an  
2 evolutionary basis and that there be multiple lines of  
3 evidence. And so epistemologically, we thought that  
4 that was the strongest inference one can do. Now, one  
5 can set different criteria within those broader  
6 categories. We found that to be the most logically  
7 consistent approach there.

8                   But you know, we were very attracted to  
9 the distinct population approach in testing genetic and  
10 ecological exchangeability in Crandall, et al. I mean,  
11 you could really -- and we argue this in our paper as  
12 you had seen. You could really just set one criteria  
13 distinct population, which would probably be more  
14 quantitative than any subspecies concept out there.

15                   DR. DUMBACHER: Could you just repeat for  
16 me real quickly what those three things were that you  
17 thought were important? Were they distinguishability?

18                   DR. RAMEY: Distinguishability, have an  
19 evolutionary basis, and concordance of multiple data  
20 sets. I mean, the systematic decisions require  
21 distinguishability, I mean, that's what Lanay's charge  
22 was in the 1700s.

23                   DR. COURTNEY: Maybe I'm out of line  
24 here, but I'm just asking for clarification. Why  
25 multiple character sets? Why is it not okay to have a

1 key character set?

2                   DR. RAMEY: Well, there are caveats with  
3 using single -- you know, any single data set. So, for  
4 example, with mitochondrial DNA, there can be different  
5 levels of disbursements, males versus females, and that  
6 alone will cause a discordance of the pattern  
7 potentially between nuclear and mitochondrial DNA. It  
8 might make things look more different than they, in  
9 fact, are. There might be strong selection on a  
10 particular trait, whether it's morphometric,  
11 biochemical, physiological, or even just the single  
12 nuclear gene. And so it's by having multiple  
13 independent lines of evidence that I think you reach the  
14 strongest inference.

15                   I mean, there are a number of cautionary  
16 cases -- for example, Gordon Lukehart found on the  
17 systematics of goats in Eurasia that there's a  
18 substantial intercorrection of mitochondrial DNA; and if  
19 you just let mitochondrial DNA phylogeny, you wouldn't  
20 recover the real history of the species. So  
21 acknowledging that and acknowledging that there are  
22 limitations of various data sets, we thought that would  
23 produce the strongest inference.

24                   DR. COURTNEY: Maybe I'd invite the panel  
25 to comment on that.

1 DR. DUMBACHER: I would agree that  
2 usually one hopes for multiple levels of evidence, but  
3 does multiple levels -- or multiple types of evidence  
4 can be all sorts of things, a distinct geographic range,  
5 plus genetic differences, morphological.

6 DR. COURTNEY: You might want to talk  
7 into the mic.

8 DR. DUMBACHER: So yeah, I think that  
9 most of us do agree that these are biological or  
10 evolutionary significant entities that we should be able  
11 to find more than one. And there's a lot written about  
12 problems with mitochondrial DNA, and sometimes you'll  
13 get a signature from mitochondrial DNA but no signature  
14 from any other marker; and one feels uncomfortable with  
15 that. Or likewise, there might be a lot of signatures  
16 in the morphology and even nuclear DNA, but the  
17 mitochondrial has been able to spread or intergress from  
18 one, and many of us are very reluctant to throw away the  
19 species simply because the mitochondria are not  
20 reciprocally monophyletic.

21 So there are a lot of these sort of  
22 criteria that have been thrown out there; but for -- for  
23 every one of the criteria, you can find in the  
24 literature exceptions to those so no one has to think on  
25 their toes.

1 DR. STEPPAN: Yeah. It seems to me,  
2 though, there are circumstances where you can have -- in  
3 the subspecies concept, one is looking for some history  
4 of evolutionary independence and that -- the record of  
5 that, if it's -- particularly if it's a recent history,  
6 the independence might only be reflected in one or a  
7 small number of character systems or it's a small  
8 number, but you only have the resources to access one of  
9 those character systems.

10 And, you know, chromosomal rearrangements  
11 is one of them that may reflect real species'  
12 boundaries, for example, a much higher level; but all  
13 the other data sets you might be looking at, including  
14 geography and mitochondria nuclear, they show  
15 essentially no evidence of separation. So it's not  
16 clear to me that that might not be a rather high  
17 standard in terms of requiring multiple lines before  
18 something is recognized.

19 DR. RAMEY: Well, it was important to us  
20 to -- you know, for our comfort level to require a  
21 higher standard to achieve this, and also we received a  
22 number of peer reviews. I mean, this has been fantastic  
23 in terms of getting peer-review feedback and so --

24 DR. COURTNEY: I don't think there's any  
25 shortage of feedback.

1 DR. RAMEY: No shortage of feedback. And  
2 so, you know, we listened to a lot of those and that's  
3 where, you know, the microsattelites came in. So for  
4 example, our first round of submission to -- of our  
5 paper to the animal conservation group rejected but  
6 encouraged us to resubmit, you know, because we had a  
7 nuclear gene. And we've been in discussions with the  
8 service about doing that, including intermedius into the  
9 analysis. And so we extended, you know, as a result of  
10 that sort of thing.

11 I mean, the ideal scenario, which is, I  
12 think, difficult to achieve given resources, is one  
13 would look across the entire species range and, in fact,  
14 across all of North America at the group. But that's a  
15 fairly, you know, expensive proposition and we had a  
16 fairly limited budget. So traveling to museums to get  
17 skins was a very efficient way to recover this  
18 information.

19 DR. DUMBACHER: And I think, especially  
20 since, as you said, there were no other published  
21 studies that did this, I think it's a very good  
22 first -- it's very good contribution. I would add,  
23 though, that just for the audience, I mean, we all know  
24 this, in fact, there are also things known as cryptic  
25 species and these are basically things that you find

1 genetically that these are quite distinct; so  
2 morphologically we can't find any evidence or any way to  
3 split them off.

4                   When we worked on the spotted owl panel,  
5 we went back to the original descriptions of each  
6 subspecies, and we found that they were likewise  
7 described -- in just a very small number, I think it was  
8 three -- individuals, and none of the characters that  
9 were used in that original description held. And we  
10 actually contracted a student from Berkeley to go back  
11 and use many specimens to try and find some characters  
12 that he could use, and he was unable to find any as  
13 well, and yet the genetics were fairly strong.

14                   So one has to be careful because even  
15 though we want multiple levels, any one level that one  
16 might choose may or may not support the species status.  
17 So we do look for multiple levels, but they can come  
18 from a variety of different sources.

19                   DR. COURTNEY: I have a question here  
20 that's been handed to me, and I actually think it'll be  
21 addressed by the panel in the next section when we go on  
22 to talk about morphology. But is there anything else  
23 you want to raise with Dr. Ramey about the general  
24 overview?

25                   DR. STEPPAN: Not at this point.

1 DR. DUMBACHER: No.

2 DR. COURTNEY: So we're going to have,  
3 you know, lots of opportunities to talk about these  
4 things. We're actually scheduled to go straight into  
5 the morphological issues now, and since we've got  
6 Dr. Ramey up here, are we comfortable just going  
7 straight into that?

8 DR. STEPPAN: Sure.

9 DR. RAMEY: Save a bit of time.

10 DR. STEPPAN: Jack had raised a couple of  
11 questions on morphology that I had wanted to follow up  
12 on anyway, but I was going to wait for this section.  
13 And just, first off, for clarification, the proper  
14 pronunciation is Preble's? Is there a consensus on  
15 that?

16 DR. COURTNEY: Preble's or Preble's.

17 DR. STEPPAN: Preble's.

18 DR. RAMEY: The common vernacular is  
19 Preble's.

20 DR. STEPPAN: It's not always said, but I  
21 often know that it's -- one of my specimen organisms  
22 that's being mispronounced the way I'm used to hearing  
23 it, it kind of sounds odd.

24 So a couple of questions on morphology,  
25 and some of this is just -- I mean, clarification points

1 that are already out there and some of these I just want  
2 to get into the discussion. And so how -- I know some  
3 of the reasons why you said some of the -- Krutzch's  
4 original characters you did not include because of  
5 difficulties that you perceived in trying to quantify  
6 them, but how were the characters that you did include  
7 chosen or how were they chosen?

8 DR. RAMEY: We debated that and thought  
9 about using geometric morphometric analysis; and then we  
10 decided, you know, we should really retest the original  
11 basis of the subspecies. And then, you know, if it is  
12 supported, then this is a good subspecies, we're done.  
13 If it's not supported, then there are issues, and we  
14 need to go a bit further. So that was the reason for  
15 doing that.

16 We explicitly went after the same nine  
17 measurements that Krutzch did, recognizing that there is  
18 a correlation between some of these variables, but they  
19 do reflect the original taxonomic basis and you can  
20 recover information about size and shape variation.

21 DR. STEPPAN: Great. So a couple of the  
22 characters that Krutzch had used, like bullae inflation.  
23 I'm not sure why that was -- I mean, there's clearly  
24 difficulties in that kind of shape of getting exact,  
25 precise; but you know, I've done it in several

1 circumstances where there are ways to get a fairly  
2 reasonable estimate of volume. And I was wondering what  
3 was it -- is there something about either the  
4 orientation of the bullae that might change, such as  
5 it's really hard to find landmarks or orientations that  
6 made that particularly difficult because that's a  
7 character that has -- in fact, I'll just give one  
8 example. In the South American Muridae mice I work on,  
9 there's an isolated population that seemed to have small  
10 bullae and quantitatively that popped out before I  
11 actually saw it qualitatively. That's since been  
12 confirmed by molecular evidence this is distinct, but  
13 the only morphological feature is, in fact, bullae  
14 inflation.

15                   So -- and I was successful in identifying  
16 this clade, be it subspecies or species, so -- but  
17 bullae take different forms and different lineages, so I  
18 was wondering if there's a particular problem in --

19                   DR. RAMEY: Well, the issue with that was  
20 trying to find homologous landmarks in order to take the  
21 measurements from, and there's different ways you can  
22 measure these because the volume is going to differ by  
23 shape. And so that was the difficulty there, and that's  
24 why we decided let's stick with those things that have  
25 reasonable landmarks you can consistently measure.

1                   And I should also point out when we're  
2 talking about morphometrics, Lance Carpenter did all the  
3 measurements, and he took four measurements of each  
4 specimen. He did two, and go through the entire series  
5 of specimens, come back, do two more measurements, and  
6 then we took a mean of those four measurements,  
7 recognizing there's always potential measurement error  
8 in use of the calipers. And then utilized Grubb's and  
9 Dixon's tests to remove any statistical outliers before  
10 proceeding with the analysis.

11                   DR. STEPPAN: And so you said that the  
12 nine measurements that you chose are the ones  
13 highlighted by Krutzch with the exception -- so you  
14 looked at all the ones he highlighted and you measured  
15 all -- all the ones you choose, are the ones you  
16 highlighted?

17                   DR. RAMEY: Yeah.

18                   DR. STEPPAN: With the exception of ones  
19 you felt uncomfortable quantifying?

20                   DR. RAMEY: And then they had no -- they  
21 had no -- he had mentioned that there might have been a  
22 difference in volume, but he didn't measure how much of  
23 a difference in volume, for example.

24                   DR. COURTNEY: It may be worth, if you  
25 can remember, Rob, just talking a little bit more about

1 the characters you rejected and why. Just give a little  
2 bit more detail.

3 DR. RAMEY: Well, that's actually the --  
4 I can I go through it all really fast. What was --  
5 Krutzch's original basis description utilized skull  
6 measurements. There were pelage characteristics that  
7 figured prominently in this description. If you look at  
8 very few specimens -- so, for example, he had *Zapus*  
9 *princeps* on the right two specimens; *Zapus hudsonius*  
10 *luteus* in the middle, slightly more orangish-reddish;  
11 and *Zapus hudsonius* probably on the left -- you might  
12 see what look like to be obvious differences. And we  
13 think this is what may have happened with Krutzch's  
14 limited sampling of specimens.

15 Note here on the left, *Zapus hudsonius*  
16 *campestris* is crossed out and it says *preblei*, and so  
17 that was added after Krutzch's work. However, if you  
18 look at many samples, many specimens in using traits,  
19 we have many of these. These are from the Museum of  
20 Nature and Science in Denver. The -- what appear to be  
21 a difference may suddenly fall within the range of  
22 variation from others, and so this addresses that  
23 question of pelage of how do we try to find differences  
24 in that.

25 I've actually put two intermediate

1 specimens here on the trap, they're on the yellow tag  
2 just so you can tell the range of variation we're  
3 looking at. I've also put two Preble samples in with  
4 the western jumping mouse specimens. It's a bit  
5 difficult at this level to tell them apart, but  
6 morphometrically you can tell them apart, size and shape  
7 differences. So Krutzch said that Preble's was smaller  
8 in most skull dimensions measured, you know, like -- I'm  
9 not going to repeat that result.

10 DR. STEPPAN: Can I interrupt here for  
11 one question?

12 DR. RAMEY: Yeah. Go ahead, please.

13 DR. STEPPAN: So what was -- I haven't  
14 had a chance to go through Krutzch in detail. So what  
15 was he comparing preblei to?

16 DR. RAMEY: He compares --

17 DR. STEPPAN: So he weights it as smaller  
18 in most nations. Smaller than what?

19 DR. RAMEY: Campestris. And I believe he  
20 might have mentioned that -- and I have Krutzch's  
21 manuscript here with me, I can check that, but it was  
22 campestris for which he was splitting it off from. And  
23 then he compared intermedius to campestris and claimed  
24 that intermedius was smaller; and that conclusion, I  
25 think, is borne out. It is a little bit smaller with

1 some overlap in variation.

2 DR. STEPPAN: So his differential  
3 diagnosis was limited to those two to three subspecies;  
4 is that correct?

5 DR. RAMEY: Exactly. Exactly. Yeah. So  
6 interorbital breadth -- sorry, my old laptop died with  
7 my graphics program, so I had to do this in a cell, but  
8 here's the distribution of measurements for interorbital  
9 breadth for Preble and campestris with the outliers  
10 polluted. Preble's was a little bit smaller, but I  
11 think we'd have a hard time arguing it's particularly  
12 diagnostic.

13 So a great deal of range of overlap,  
14 but the distributions are slightly different, but you  
15 know.

16 DR. ARBOGAST: Could you put that back,  
17 please?

18 DR. RAMEY: Yeah, go ahead.

19 DR. ARBOGAST: I was wondering --

20 DR. RAMEY: Millimeters in interorbital  
21 breadth.

22 DR. ARBOGAST: Because it's smaller in  
23 its interorbital breadth was one of the original --

24 DR. RAMEY: Yeah, and that's the one out  
25 of the nine characters; but he said it was -- for most

1 of the characters, it was smaller.

2 DR. ARBOGAST: And I'm reading from one  
3 of the reviews by Wayne Spencer where he said -- at  
4 least in one of the drafts, and I'm not sure if this was  
5 in the final published paper of yours -- but that it was  
6 also significantly larger for both zygomatic and mastoid  
7 breadth.

8 DR. RAMEY: Uh-huh, correct.

9 DR. ARBOGAST: And so he had also  
10 suggested that those could have important functional  
11 roles in terms of feeding. Those three characters  
12 combined, that might play into the ecological  
13 exchangeability idea. Do you have any thoughts on that  
14 before we jump --

15 DR. RAMEY: Yeah. It's important,  
16 whenever you find any statistically significant  
17 differences worthwhile, to ask what's the basis of that,  
18 you know. I'm going to argue here that, first of all,  
19 the range of difference between these is nearly that of  
20 measurement error in the skulls themselves; but second  
21 of all, what does it mean from an evolutionary basis.

22 So we can classify taxa on the basis of  
23 hypothetical uniqueness, but I don't think that's the  
24 primary goal of systematics. You need to have some  
25 reasonable evolutionary basis for that. So if we had,

1 for example, comparative studies of others *Zapus* that  
2 indicated that that was important for feeding or we had  
3 some other reasons to think that there was strong  
4 adaptive differences in diet, for example, then I think  
5 we might come to that conclusion.

6                   What's interesting with *Zapus hudsonius*  
7 is that they're generalists in their food habits, solely  
8 vegetation and vertebrates and fungi; so they're  
9 not -- we don't have any evidence of specific adaptive  
10 differences.

11                   DR. STEPPAN: We have a question from the  
12 audience or the participants that I think is relevant at  
13 this point. So citing Vignieri, et al., quote, The sole  
14 unitary character cited by Krutzch that -- REA, which is  
15 Ramey, et al., did examine interorbital breadth was  
16 found to be narrower in *preblei* than *campestris* as  
17 described in the definitive findings Krutzch. Thus, the  
18 small fraction of Krutzch's morphotaxonomic hypothesis  
19 actually tested by REA confirmed Krutzch's initial  
20 findings and distinctiveness for *preblei*.

21                   And so it seems like you've already  
22 personally addressed that here; but when you say it's  
23 smaller, is that a statistically significant difference?

24                   DR. RAMEY: Yes.

25                   DR. STEPPAN: Is it the means or

1 significantly different?

2 DR. RAMEY: And Vignieri, et al., had  
3 argued this is diagnostic; and so, you know, I leave it  
4 up to you to decide if that's the case.

5 DR. ARBOGAST: I had one follow-up  
6 question. In our data --

7 DR. RAMEY: And -- excuse me.

8 DR. ARBOGAST: Go ahead.

9 DR. RAMEY: Our data set's available on  
10 the web if you want to look at it.

11 DR. ARBOGAST: In Wayne Spencer's review,  
12 he also noted that in your original 2000 premanuscript,  
13 that you had reported the upper tooth row to be  
14 significantly larger in Preble's than in campestris, but  
15 this was not in later ones. Is that -- do they have a  
16 significant larger tooth row?

17 DR. RAMEY: No, that might have been a  
18 consequence of how we removed outliers originally, and  
19 we decided to have a -- you know, quantitative basis for  
20 outlier removal. We didn't want to have any, you know,  
21 that one looks like it's way out there by itself, we  
22 need to remove it. So we decided to rerun everything,  
23 excluding using Grubbs and Dixon tests. We reran all  
24 the analyses, and so what you see in the manuscript is  
25 what we did there.

1 DR. ARBOGAST: So you think that would --

2 DR. RAMEY: That would be a correction,  
3 an artifact of --

4 DR. ARBOGAST: Of outliers.

5 DR. RAMEY: -- how we did outliers  
6 initially.

7 DR. STEPPAN: So another question here,  
8 and I'll just read it directly, "So how does Dr. Ramey  
9 explain the fact that Vignieri, et al., charge did not  
10 examine the same quantitative morphological characters?"

11 DR. RAMEY: So I think we already  
12 addressed that.

13 DR. STEPPAN: They just want to know. If  
14 you want to just restate it.

15 DR. RAMEY: I think we're done.

16 DR. STEPPAN: I think the question came  
17 after the point which you had previously brought it up,  
18 so there may be some --

19 DR. COURTNEY: It goes to my question,  
20 which was, what are the other characters that you  
21 rejected and why?

22 DR. STEPPAN: Which I think we were still  
23 working towards, correct?

24 DR. RAMEY: Yeah, we're still working  
25 towards that. So let's keep going there a little bit.

1                   And so we utilized discriminate analysis  
2 and skull measurements, and we used the criteria we  
3 previously published on mountain sheep. It is used, as  
4 I recall, to some extent, in the systematic literature.  
5 I also found it being used in geologic research in, for  
6 example, the treatment of particular types of cancers or  
7 a situation of where you want to assign an individual to  
8 a treatment group and you want to make that assignment a  
9 high degree of probability because the outcome is  
10 incredibly assigned they die, they die; so it's the  
11 logic behind this.

12                   And we utilized the criteria that greater  
13 than the 90 percent of the skulls be correctly  
14 classified subspecies at jackknifed posterior  
15 probabilities of .95 or better. Conner and Shenk, for  
16 example, just used criteria better than or less than 55,  
17 I'm pretty sure.

18                   DR. COURTNEY: Thanks.

19                   DR. RAMEY: Thanks. I appreciate that.  
20 Anyway, the point here is that we wanted to make sure  
21 that these are reasonably good classifications, were  
22 made with confidence, the different groups, and not  
23 those that are potentially just slightly better than  
24 chance. For example, if you had a posterior probability  
25 of .52, you could make the assignment of an individual

1 to a particular group, but it would be the very low  
2 degree of confidence.

3                   So when you apply this to Preble's versus  
4 campestris and it falls far short of 50 percent. I  
5 can't remember right off the top of my head, it's 42  
6 percent or so. Anyway, slight -- not that much better  
7 than flips of a coin using discriminate analysis, which  
8 recovers, you know, shape variation and some size  
9 variation.

10                   We decided to go a little bit further --  
11 oh, there it is, 42 percent -- and we used a forward and  
12 reverse stepwise discriminate analysis and FSTAT, which  
13 asked which variables were most important, and I have  
14 those listed in the paper. And at the urging of  
15 reviewers, we decided to do principal components  
16 analysis, PCA --

17                   DR. STEPPAN: Before you get to that, did  
18 you do that? Did you do a discriminate function? Did  
19 you actually plot -- do a discriminate function plot in  
20 addition to a PCA plot?

21                   DR. RAMEY: Yeah, I did, and we just  
22 didn't include those. I could probably dig those up  
23 somewhere.

24                   DR. DUMBACHER: Do those show any more  
25 separation, because principal component typically will

1 tend to blur a lot of things, especially when there's a  
2 large amount of size variation? And did you limit --  
3 and related to that, did you limit this to clear type  
4 adults?

5 DR. RAMEY: Yes. Yeah, based on two  
6 eruption.

7 DR. COURTNEY: So it sounds like there  
8 was a suggestion there that you might want to see the,  
9 perhaps, more pathoanalysis, PCA.

10 DR. STEPPAN: Well, yeah, I would  
11 personally be curious to see what the plot of  
12 discriminate functions would look like, if that were  
13 possible.

14 DR. RAMEY: Well, the main point, though,  
15 is we test relative to criteria in advance, that it was  
16 a pretty clear-cut result, we thought, the 42 percent  
17 classified correctly. For PC1, intermedius was slightly  
18 smaller, but there's a great deal of overlap between  
19 Preble's and campestris. Campestris is a substantive  
20 variation with preblei.

21 We also did plots for PC2 versus PC3 and  
22 there was, you know, even more overlap. So PC1  
23 primarily is a size component, so . . .

24 DR. STEPPAN: On the other characters  
25 that you chose not to -- I think you mentioned before

1 that the other characters you choose not to measure  
2 included -- was it the shape of the interorbital or the  
3 isofoamen.

4 DR. RAMEY: Yes, exactly. You know, it  
5 was -- we thought it difficult to try and quantify  
6 those. You know, perhaps it could be done. One can  
7 criticize on the basis of not absolutely everything  
8 being quantified; but it's, once again, the burden of  
9 proof sort of evidence of where does this thing fall  
10 relative to the data that you have and is repeatable.

11 DR. STEPPAN: Does anyone have any other  
12 questions?

13 DR. DUMBACHER: I have sort of a general  
14 question about mammalogy because I'm not really a  
15 mammalogist. So when I look at these things in a  
16 drawer, I find them hard to tell apart, but it might  
17 just be my unfamiliarity with the taxon. And I'm  
18 curious to what extent are well-supported molecular  
19 species in rodents difficult to distinguish using  
20 morphological data or a subspecies genetically  
21 distinguishable or well-accepted subspecies within the  
22 rodent groups? How often are they difficult to  
23 distinguish morphologically with these same types of  
24 techniques?

25 DR. RAMEY: As I recall, I think it was



1 place of doing a very systematic survey of some of these  
2 major taxonomic groups to inquire at what depth is the  
3 differentiation for genetic markers and compare that to  
4 morphology. I don't think we have all that information  
5 yet.

6 DR. STEPPAN: If I can, I assume that was  
7 a general question. It varies, and so there are cases  
8 where it can be very difficult, even for very distantly  
9 related members of the same genus. And speaking from my  
10 own personal experience, there's several distant-related  
11 members of muroid mice that are genetically just far  
12 apart from each other, separated by probably  
13 4 or 5 million years, where some of the best  
14 morphological taxonomists could not tell them apart  
15 using a whole suite of characters that they had  
16 developed to distinguish them, but there are populations  
17 where you just can't tell them apart. And I've gone in,  
18 and I can't tell. There are just a handful of things  
19 you can't tell apart.

20 Now, that's a low -- that's not  
21 necessarily doing a discriminate function analysis, but  
22 that's a low frequency of misidentifications, but those  
23 are very different animals genetically. So it can be  
24 very difficult to find the right characters, we'll  
25 succeed in distinguishing them.

1 DR. RAMEY: I think it is important to  
2 recognize that it is a question of where one draws the  
3 line and what definition one uses as subspecies, what is  
4 the depth.

5 DR. ARBOGAST: Maybe to give some  
6 context, it seems like there's been some  
7 misidentification of the different species of jumping  
8 mouse, which, based on your genetic data, are very, very  
9 different. Like the princeps -- I forget what the  
10 amount was, but it's very large, in essence, and they  
11 can have a hard time sometimes discriminating certain  
12 characters, right?

13 DR. RAMEY: No. Actually, for  
14 discriminate analysis, they are --

15 DR. ARBOGAST: I think the field -- you  
16 know, common field analysis and stuff like that.

17 DR. RAMEY: Qualitatively most people can  
18 tell them apart. There's a question about hybrid. So  
19 that's, you know, a reasonable separation one can make.  
20 I wouldn't call them a particularly cryptic species. It  
21 might make, you know, the question of what would be the  
22 level of misidentification.

23 DR. ARBOGAST: Well, wasn't luteus  
24 thought to have been a princeps?

25 DR. RAMEY: Yes, exactly.

1 DR. ARBOGAST: So that seems to me that's  
2 a case where they're genetically quite different from  
3 the rest of the princeps, but were thought to be  
4 princeps. That was sort of my point.

5 DR. RAMEY: And, you know, to jump ahead,  
6 the molecular data suggests that luteus is something out  
7 there that's quite different, you know, relative to the  
8 range we looked at, talked about something else.

9 DR. STEPPAN: Could you clarify a point  
10 for me?

11 DR. RAMEY: Go ahead.

12 DR. STEPPAN: Which is did you actually  
13 measure the original types specimen --

14 DR. RAMEY: No.

15 DR. STEPPAN: -- the topo types?

16 DR. RAMEY: No. We decided to try and  
17 get a dispersion of samples across the range of the  
18 subspecies in order to get the range of variation. We  
19 thought that was more important.

20 I focused on this issue previously on our  
21 work on mountain sheep and that, you know, while it can  
22 be important to utilize topo types, there's sometimes  
23 limitations with the topo types themselves, for example,  
24 if they're immature specimens or broken or something  
25 like that. We thought it was more important to sample

1 across the range of variation within subspecies with the  
2 samples available.

3 DR. STEPPAN: So just to be clear, you  
4 did not actually examine the original --

5 DR. RAMEY: No.

6 DR. STEPPAN: -- Krutzch's type and where  
7 it falls in the variations?

8 DR. RAMEY: And I believe that might be  
9 -- I mean, it could be done.

10 DR. COURTNEY: It's a morphology  
11 question, Scott gets it.

12 DR. STEPPAN: Or morphology comment. And  
13 perhaps you might want to comment on and respond. So  
14 Jones 1981 suggested synonymy of the Pacific and western  
15 jumping mice -- I think that's what JM refers to --  
16 based on extensive morphology, but that was never  
17 accepted 25 years later. Could you perhaps comment on  
18 the basis of that?

19 DR. RAMEY: I think it's outside the  
20 range of the discussion here, but --

21 DR. COURTNEY: The issue is really  
22 that --

23 DR. RAMEY: The species.

24 DR. COURTNEY: No, the issue is about  
25 how --

1 DR. STEPPAN: How diagnostic --

2 DR. RAMEY: How diagnostic morphology  
3 characters.

4 DR. STEPPAN: Which I think is some of  
5 the comments about, for example, luteus.

6 DR. RAMEY: You know, I don't know enough  
7 about that. Jones, I know, didn't go into publish since  
8 '91 -- I mean, since '81, the transcript of this and for  
9 the reasons he told me, which I conveyed to you; so I  
10 don't know if that's particularly the case or not.

11 There might be other reasons to question the basic level  
12 taxonomy of beyond that of what was revised were luteus.

13 DR. DUMBACHER: Usually for change to be  
14 accepted, it at least has to be published; isn't that  
15 right? So if that was never published, then that might  
16 be why.

17 DR. RAMEY: Well, under the international  
18 rules of zoological nomenclature, it has to be  
19 published. It doesn't necessarily have to be peer  
20 reviewed and published, it has to appear in a minimal of  
21 four libraries, and it has to reference some sort of  
22 type or specimen. Bob Timmon actually wrote a letter to  
23 Science recently about this IBM description, need to  
24 have a body or parts thereof, and the rules require that  
25 data be in libraries, so . . .

1 DR. DUMBACHER: So the thesis should  
2 qualify for that?

3 DR. RAMEY: Yeah. I guess that's true,  
4 yeah.

5 DR. ARBOGAST: But correct me if I'm  
6 wrong, but it sounds to me the problem there was that  
7 the luteus things were included the wrong way, and  
8 that's why they thought maybe it caused enough problems  
9 that they decided not to go forward with that; is that  
10 correct?

11 DR. RAMEY: To revise the whole -- that's  
12 what Gwilym told me because I called him and asked, so  
13 what happened here, why didn't you publish this. Said  
14 it's a pretty substantial piece of work. He traveled  
15 extensively in order to sample specimens, so he has  
16 probably handled more of these than anyone or a broader  
17 range than anyone. He's reachable at Northeastern.

18 DR. COURTNEY: Are those all the  
19 questions to the panel? Thanks. You finish going  
20 through what you need to do?

21 DR. RAMEY: Preble's versus campestris,  
22 upper parts generally dull, averaging lighter between  
23 Preble and campestris. The sides are duller, less  
24 black-tipped hair. And once again, we thought about  
25 ways we could potentially quantify this, you know, in

1 comparison to campestris to intermedius utilizing color  
2 variation. We concluded these were not quantifiable.  
3 One could, like I said, use the spectrometer reading,  
4 but I think it would be extremely difficult to get -- to  
5 make that.

6                   Adapted differences, so we're talking  
7 still morphology here, potential physiology or behavior.  
8 And 106, now 107 years of study since Preble 1899, there  
9 hasn't been any published quantitative evidence to  
10 support the hypothesis or potentially that there are any  
11 adaptations that would distinguish campestris -- Preble  
12 from campestris or any other nearby subspecies.

13                   So we relied on Krutzch, Jones, Quimby,  
14 Whitaker, a number of other papers. Also Cryan had an  
15 excellent review of literature on *Zapus hudsonius*. And  
16 so, you know, while an absence of evidence doesn't  
17 necessarily mean there's evidence of absence, at some  
18 point it does; and so it's always a possibility out  
19 there but nobody's noticed it yet.

20                   So I think it's reasonable to conclude  
21 that it's not at a depth that would be recognizable as  
22 an adaptation that would bring you to a conclusion that  
23 they're a different subspecies, particularly given the  
24 other evidence.

25                   DR. DUMBACHER: So how many of those

1 studies were actually specifically designed to study  
2 ecological differences between preblei and other  
3 subspecies?

4 DR. RAMEY: Well, the Krutzch, for  
5 example, is a description of a -- you know, of  
6 morphology of adaptation. One could go and do  
7 something, for example, like, ecological niche modeling  
8 but -- and ask the difference in the ecology, but  
9 you -- asking that question, you have to ask what is the  
10 range of food habits or other life history traits of the  
11 organism itself. So for example, I've pointed out that,  
12 you know, they feed on vegetation, vertebrates, and  
13 fungi; so it's pretty broad dietary characteristics  
14 there.

15 In Colorado, they found them generally  
16 along stream areas, riparian areas, and a little bit out  
17 in the meadows or along drainage ditches, however, you  
18 find them on reclaimed mine sites. According to Krutzch  
19 and Quimby, beaches, you know, for hudsonius, in  
20 forests, a wide range of habitat. So there's no  
21 evidence to suggest that there's an adaptive difference,  
22 particularly one that would rise to the level of  
23 subspecies status, particularly independent of the other  
24 information.

25 DR. COURTNEY: I guess part of my role in

1 this is to press things even beyond reasonableness just  
2 to make sure that everything is clear. That's part of  
3 my job. I'm still not sure I heard the answer to my  
4 question, what of all the characters you rejected and  
5 why did you reject them? You gave us a couple of  
6 examples, but are there other characters you rejected  
7 and should we hear about those?

8 DR. RAMEY: I think we've covered those.

9 DR. COURTNEY: Okay. All right. So then  
10 questions from the panel or comments?

11 DR. DUMBACHER: No, it all seems pretty  
12 clear. I mean, I think that we're still -- I think one  
13 of the key things that still weighs on my mind is the  
14 burden of proof because, you know, not finding a  
15 difference is different than finding that there's no  
16 difference.

17 In so many of these studies, ecological  
18 studies especially, unless you're specifically testing,  
19 you know, and specifically looking for differences -- I  
20 mean, they might not be -- they might all be eating  
21 fungi pods and fungus and arthropods and fungus, but  
22 they might be very different fungi pods and very  
23 different funguses and in different places; so your  
24 point is well taken.

25 And I do agree that at some point after

1 106 years of study, the question is, you know, if there  
2 were differences, would we not have found them and at  
3 what point do we move on and change the taxonomy. But  
4 at the same time, you know, how many studies have  
5 specifically been seeking that. And there have been a  
6 lot of studies on these mice, but it's not clear to me  
7 how many of these are specifically designed to test the  
8 taxonomic distinctness.

9                   So one of the things that continues to  
10 weigh on my mind -- and it sounds like it weighs on  
11 yours as well -- is how do we do this. You know, at  
12 what point do we decide to synonymize and at what point  
13 and what evidence do we need to do that. So that's  
14 something that still weighs heavily on me.

15                   DR. RAMEY: I think it comes down to do  
16 you base your -- I mean, do you base your systematic  
17 decisions on the basis of hypothetical uniqueness or  
18 potential variation or something that you may not have  
19 found yet, or do you base it on something that you can  
20 find distinguishable and at a reasonable depth. And so  
21 there's an absence of evidence to support that latter  
22 conclusion.

23                   DR. DUMBACHER: Well, let me ask you one  
24 question along those lines because I think it was in the  
25 Vignieri critique that mentioned that there were these

1 different echo types or habitat types that had been  
2 defined, and so from that point of view, how different  
3 are the habitats in the -- I'm thinking of what they  
4 call this now. A lot of GIS people, GIS experts will  
5 look at the range of a particular species, and then  
6 using 17 or 25, or however many are available, climatic  
7 factors that include rainfall and humidity and days of  
8 rain, and average mean temperature and, you know, all  
9 these -- seasonality, things like that, they can map  
10 what a particular species or subspecies' niche is.

11                   And we did that with the owls and it was  
12 incredibly interesting because we found that the  
13 northern spotted owl was predicted to be right where it  
14 is and that there are very nice variables that  
15 distinguish the northern spotted owl from the California  
16 spotted owl and make sharp predictions about where those  
17 two species would be.

18                   And, you know, so -- so from that point  
19 of view, one might be able to define or examine whether  
20 there are actual differences in the niches, if you will.  
21 Now, looking at whether or not they're adaptations is  
22 another thing that's -- you know, is another step  
23 further. But for a lot of people in our field,  
24 that's -- you know, looking for those correlates of  
25 range are pretty important and can be very telling.

1                   So I'm curious, has anything like that  
2 been done? In looking at the critique that Vignieri had  
3 in saying that these are well distinguished and  
4 recognized differences in habitat, has anyone done an  
5 examination, like a GIS-based bioclimate analysis or  
6 something like that to ask how different are these  
7 habitats and how different are the climates in the  
8 climological database?

9                   DR. RAMEY: Checking on literature,  
10 Armstrong's lab did some work on some vegetation  
11 associations found around these, but that's my -- best  
12 of my knowledge, all beyond descriptive work other  
13 people had done on trying to measure differences in the  
14 animal to try to find larger systematic samples, but it  
15 didn't specifically address that issue.

16                   Now, let me address the Vignieri, et al.,  
17 and you already know the -- you already read the  
18 response article. It's been accepted now. Very, very  
19 minor edits in there. Kuchler's -- Kuchler's natural  
20 potential vegetation is a hypothetical association of  
21 species, of plants in a particular area given a stable  
22 climate at its -- at its succession level where there's  
23 been no apparent change; so it's really a potential  
24 vegetation. It could exist at a point in time in a  
25 completely stable state environment; and, therefore, we

1 consider it to be hypothetical in nature.

2                   In nature, there's a great deal of  
3 variation in successional states, great deal of  
4 variation in habitats and soil types, which are not  
5 captured in that kind of potential natural vegetation.  
6 So the Steffan paper we cite, you know, cites cautionary  
7 notes on that.

8                   DR. DUMBACHER: If I recall your answer  
9 to that, you were basically saying that there may be  
10 differences in the vegetation, but that doesn't -- you  
11 know, just because the mice are found in two different  
12 places doesn't necessarily mean there are adaptations to  
13 those different climates or variables or vegetation  
14 types, so . . .

15                   DR. STEPPAN: I was just going to -- one  
16 sort of last concern, which you probably already have  
17 guessed based on the questions I've had dealing with the  
18 characters you chose not to include. And while  
19 certainly sympathetic to the need to be as objective in  
20 the measurements to have things that are reproducible  
21 and not subjective -- because you can easily have one  
22 person, oh, well, that looked bigger to me or that had a  
23 different shape and I classified it this way, you know,  
24 there's an element of nonreproducibility in that. But I  
25 also know that a lot of the characters that may be

1 difficult to quantify, nonetheless, the human mind is  
2 actually excellent at pattern recognition for complex  
3 shapes that are very difficult to quantify.

4                   So -- and this is not to completely  
5 question it, but I still do have the concern that there  
6 were, perhaps, in fact, diagnostic or at least very  
7 characteristic features that didn't get into the  
8 analysis because of that difficulty of trying to fit  
9 them to a certain measurement criterion. So it's not  
10 really a question because I know you've already answered  
11 that, but it's still a statement of concern, that while  
12 the objective to be objective is plausible, there are  
13 times when it may actually -- there's variation there  
14 that sometimes doesn't get captured.

15                   And I'm certainly -- whether the choice  
16 is *campestris* that I'm going with did, in fact, capture  
17 the relevant -- may have missed the relevant differences  
18 that actually show a concordant pattern with geography,  
19 may be indicative of the history of separation.

20                   DR. RAMEY: Although the majority of  
21 measurements that Krutzch had used, there was no support  
22 for them as being -- so the majority of evidence is, in  
23 fact, against Krutzch's classification. And Krutzch  
24 himself said that this is something that's no longer  
25 supported; and when the original author says that, I



1 zygomatic breadth, mastoidal breadth. You know, a  
2 variety. Upper tooth row, basal length, that sort of  
3 stuff, so that's like six or eight.

4 DR. DUMBACHER: And then that's --

5 DR. RAMEY: Yeah. Nine -- nine skull  
6 measurements that he had to use that you could repeat,  
7 so . . .

8 DR. ARBOGAST: But I thought also -- in  
9 the Vignieri, et al., paper they also -- one of their  
10 points was that they suggest that of the characters you  
11 measured, only one was in the original description.

12 DR. RAMEY: No.

13 DR. ARBOGAST: Is that a --

14 DR. RAMEY: No, no. One was  
15 significantly smaller, and that was interorbital  
16 breadth. And I showed you the distribution of that.

17 DR. ARBOGAST: But there were actually  
18 several of those included?

19 DR. RAMEY: Oh, yes. Nine -- nine of the  
20 original measurement variables. And we also  
21 incorporated this morphometric information, you know,  
22 although it has its limitations, the PCA in our paper in  
23 asking what about ecological exchangeability. We put  
24 all the caveats around that, so there's no evidence of  
25 any adaptations. Utilizing the skull measurements that

1 we have, is there any shape differences that would bring  
2 up some different conclusion; and so we concluded no.

3                   So that was within the context of the  
4 Crandall, et al., discussion. The Crandall, et al.,  
5 specific test for genetic and ecological  
6 exchangeability.

7                   DR. COURTNEY: This seems like a comment  
8 you guys might want to read and ask Dr. Ramey. Let me  
9 read this to the group. It's not a question, it's just  
10 a comment, which is the CDW does have a GIS model for  
11 Preble's habitat in Colorado which can predict the  
12 occurrence of Preble's based on riparian habitat types.  
13 And based on aerial photos, the CDW is not aware of any  
14 other models for any -- from subspecies Aphis, but the  
15 modeling process write-up is available if you want to  
16 look at it.

17                   And the statement here is that the model  
18 from Preble's showed a statistically significant  
19 difference in Preble's occurrence based on riparian  
20 habitat differences or characteristics.

21                   DR. DUMBACHER: Is this the climate  
22 analysis that somebody has done?

23                   DR. COURTNEY: Yeah.

24                   DR. DUMBACHER: And where is this  
25 available?

1 DR. COURTNEY: California Department of  
2 Wildlife.

3 DR. RAMEY: Colorado, Colorado.

4 DR. STEPPAN: Can I just ask a  
5 clarification? So can you -- the last sentence,  
6 statistically?

7 DR. COURTNEY: The model for Preble's  
8 showed a statistically significant difference in  
9 Preble's occurrence based on riparian habitat  
10 characteristics. So it's like an ecological model.

11 DR. STEPPAN: Can I ask actually what  
12 that means, that it's not -- in fact, it could be found  
13 in other places where --

14 DR. COURTNEY: I think it's okay to ask  
15 the person who handled this.

16 MR. MCCLEAN: Seth McClean, Division of  
17 Wildlife. The characteristics were based on -- whether  
18 it was the riparian shrub community with willows or  
19 riparian herbaceous with where it was just a grass --  
20 grassy riparian characteristics or whether it was  
21 primarily a riparian tree or cottonwood. And what -- it  
22 was basically just occurrence or nonoccurrence, and it  
23 showed that Preble's were highly associated with  
24 riparian communities that have willows as part of their  
25 component.

1                   It was just for Preble's, it was just for  
2 Colorado. It was not done across Preble's entire range  
3 in Colorado, and we're not aware of any other studies.  
4 But at least within riparian habitat used within  
5 Colorado, we're seeing a difference in -- at least  
6 within the riparian habitat, how they were using it.

7                   DR. STEPPAN: So it basically said that  
8 it doesn't use all riparian habitat, but certainly a  
9 subset of riparian habitats.

10                  DR. DUMBACHER: And you didn't explore  
11 what other areas in the US might have suitable habitat,  
12 like in Wyoming or other states?

13                  MR. MCCLEAN: No, because the riparian  
14 mapping we were using is very expensive.

15                  DR. DUMBACHER: Okay.

16                  MR. MCCLEAN: If we had the data, we  
17 would have applied the model broader, but . . .

18                  DR. RAMEY: Can I talk about that? I've  
19 seen this, you know, applied on the spotted owl and also  
20 discussed on specific mice, for example. And so once  
21 again, it's a -- if one can find a quantifiable  
22 difference in the habitat but you don't know how that  
23 reflects on the organism, should that be the basis of a  
24 systematic decision.

25                  MR. MCCLEAN: No, no.

1 DR. RAMEY: Now you're getting into  
2 hypothetical scenarios for classification. I don't  
3 think taxonomy as a science has ever gone there.

4 DR. STEPPAN: First, I don't think that  
5 was actually quite the full criterion for the basis as  
6 much as providing information that may suggest other --  
7 either -- either an actual ecological difference, which  
8 can be followed up with or suggested other differences.

9 DR. RAMEY: Just make one more point that  
10 any statistical difference -- the question is what's the  
11 biological relevance of that, so if you did find a  
12 statistically significant difference in some, you know,  
13 willow height, what's the biological relevance of that  
14 to the question at hand, and I think that's something we  
15 always have to ask ourselves. And we'll certainly be  
16 talking about that later today, statistical significance  
17 versus biological significance, at what depth is the  
18 difference.

19 DR. DUMBACHER: I just had one comment to  
20 make. There was another question or basically comment  
21 talking about the differences in the ecologies of the  
22 different regions, and so let me just say that we'll  
23 make note of this and we'll be -- we will discuss this  
24 in our final write-up. I'm not sure that we need to  
25 talk about it here, and we need to look at more of this

1 preliminary data or more of this type of data before we  
2 can really comment on it. But I would say that this is  
3 an area that -- I wouldn't say it's totally  
4 unprecedented that this sort of analysis is done.

5                   And one of the ways that it is done is  
6 trying to understand if there are close associations of  
7 haplotypes or genetic types or other things that are  
8 distinguishable, and we're not sure we have that yet,  
9 but if there are close associations with distinguishable  
10 types and the habitat that they use, it's often been  
11 used to figure out where the genes from that group might  
12 be likely to spread. And it's a fairly common use for  
13 understanding range of -- potential ranges of species,  
14 especially in light of global warming.

15                   So I do think it might be an appropriate  
16 thing for us to look at in light of looking at multiple  
17 independent lines of evidence. It may not be the  
18 strongest, and we would certainly not want to rely on it  
19 singularly, but it is a line of evidence that I think is  
20 relevant to looking after.

21                   DR. RAMEY: Could I just add one point  
22 there? Along these lines, you might want to look at  
23 Gary Duvay's work at the University of Wyoming on -- I  
24 think there's been sort of parallel efforts, Colorado  
25 versus Wyoming, on mapping habitat. But Duvay's work is

1 fascinating relative to what's potential habitat out  
2 there and where connectivity might either presently  
3 occur or occurred in the recent past.

4 DR. DUMBACHER: Yeah, that's a very good  
5 point too. And since we're sort of on the topic of  
6 ecological exchangeability --

7 DR. STEPPAN: See it as part of the  
8 morphology discussion.

9 DR. DUMBACHER: And since you brought it  
10 up in your presentation, I wonder if maybe we can ask  
11 Keith who's actually published a bit about this and  
12 using it in conservation frame works if he could tell us  
13 a little bit about what is ecological exchangeability.  
14 And from what you know about the habitats that we're  
15 talking about, what sort of things would qualify as  
16 ecological exchangeability.

17 DR. STEPPAN: If I could add just one  
18 more question, whether this type of information about  
19 the distribution and association with habitats provides  
20 -- what kind of information does it provide about  
21 ecological exchangeability?

22 DR. COURTNEY: You might want to come up  
23 and use a mic.

24 DR. STEPPAN: Since I'll say that I think  
25 for now we've probably covered the morphological

1 questions unless anyone else has anything further at  
2 this time.

3 DR. RAMEY: Thank you very much.

4 DR. CRANDALL: The general idea of  
5 ecological exchangeability is that you can take a mouse  
6 from one location and put it in another location, and it  
7 will not just survive, but will serve the same  
8 fundamental ecological role in that location, right.  
9 And I think ecological niche modeling that you've been  
10 discussing here is an excellent way of looking at  
11 ecological exchangeability, and I think it is becoming  
12 more used  
13 in -- especially species limitation discussions, in  
14 fact, in the evolutionary meetings --

15 DR. COURTNEY: Hold on a second, Keith,  
16 we've got the drill going on. Why don't you use the  
17 microphone.

18 DR. CRANDALL: At the -- we had our  
19 evolution meetings just last week in New York, and they  
20 had a symposium that was run by John Weems on species to  
21 limitations, and Leslie Wriskler from the University of  
22 Alabama gave her talk all on ecological modeling and  
23 showed how, in fact, it can be very effectively used in  
24 species to limitation questions. And I think it's very  
25 germane to the idea of ecological exchangeabilities.

1 It's an excellent way to look at that. Unfortunately,  
2 you can't just look at, you know, the small part of half  
3 of one subspecies range, but you have to do it across  
4 the relevant taxa across the distribution so that  
5 they're all taxa.

6                   So you know, whether those data are  
7 available to do that sort of broader scale -- to do that  
8 broader scale -- to do those broader scale niche  
9 modeling is -- I don't know, you'd probably know better  
10 than I. Apparently it's not readily available limited  
11 amounts.

12                   MR. MCCLEAN: Well, it was very high  
13 detailed mapping, and you can't just map the riparian  
14 areas. It costs lots of money to do that, and so that's  
15 why it wasn't available over the entire range.

16                   DR. CRANDALL: So there certainly was  
17 this broader spectrum of the 12 subspecies and certainly  
18 the 5 that are kind of germane to this particular  
19 discussion, presumably there's great data on temperature  
20 and precipitation and those sorts of general variables  
21 that you could use to do at least a reasonable first  
22 pass of whether -- of niche modeling and see if the  
23 defined niches map to the corresponding distributions  
24 and to the genetic distinctions that you see.

25                   DR. COURTNEY: Again, I want to press

1 things as far as I can because that's my role.  
2 The -- it was raised -- you know, a number of the  
3 critiques have raised the issue of, well, do we even  
4 have any real evidence on those exchangeability  
5 criteria. And the question that was raised earlier by  
6 Jack, you know, well, has anybody ever really managed to  
7 do that. Yeah, I know you've got this nice paper; but  
8 you know, isn't that kind of, like, a high standard that  
9 no one's ever really been able to address?

10 DR. CRANDALL: No. I think the  
11 morphometric data is exactly the kind of data that you  
12 collect. That's perfectly reasonable kind of data to  
13 collect for ecological exchangeability. And when you do  
14 the morphometric discriminate function analysis on the  
15 skull morphology, which was the basis of the -- of the  
16 species -- subspecies designations in the first place,  
17 you find you can't discriminate them; and to me that  
18 suggests they're ecologically exchangeable given those  
19 data, right. That's -- that's one of the kinds of  
20 pieces of data that you'd collect for measuring  
21 ecological exchangeability is morphometric data because  
22 that speaks to adaptability, adaptive differences in  
23 those species.

24 And your point earlier, those adaptive  
25 morphological characters showing up with large genetic

1 differences or not depends very much on the taxon -- on  
2 this particular taxon, and you can get large genetic  
3 differences with very little morphological difference.  
4 But here you do not see large genetic difference and  
5 here you don't see much morphometric differences either.

6 DR. STEPPAN: So I wonder how predictive  
7 -- well, I'd say two different aspects, but staying with  
8 the morphology for the moment, whether any particular  
9 set of morphological features, for example, might  
10 capture exchangeability if the key adductive responses  
11 had been physiological, let's say response to water  
12 stress or something like that. So how -- you know, how  
13 predictive are morphological models in terms of  
14 morphology as a surrogate for adaptive differences in  
15 organisms.

16 DR. CRANDALL: Right. So you have  
17 to -- you have to base it on the organism at hand,  
18 right. And here the subspecies designation are based on  
19 morphometric differences and skull morphology, so that's  
20 what you measure because you presume that that's the  
21 adaptive difference. If the taxonomic description said  
22 that the differences in these things is actually  
23 physiological, then you'd measure that, right, as your  
24 measure of ecological exchangeability.

25 If the differences were behavioral, you'd

1 measure that as your evidence for ecological  
2 exchangeability. If it describes subspecies were based  
3 on differences in life history evolution, you'd measure  
4 that. So -- but here the differences are based on skull  
5 morphology, so that's what they measure.

6 DR. STEPPAN: Would you agree that the  
7 lowest with all taxonomy is based on a combination of  
8 geography and a fairly standard set of morphological  
9 features because those are things that are easy to  
10 access and measure as opposed to the much harder to  
11 access behavioral characteristics or physiological  
12 characteristics?

13 DR. CRANDALL: Yeah. Certainly there  
14 are --

15 DR. STEPPAN: Is that more considered  
16 artifact than, you know, a research program?

17 DR. CRANDALL: Yeah, I think that's  
18 right. And there are certainly nice examples, like some  
19 of the California salamanders that David Wake works on,  
20 that have very nice behavioral differences that have led  
21 to hypotheses about taxonomic differentiation, but  
22 certainly the standard in taxonomy is -- and the default  
23 is to look for morphological characteristics as  
24 differentiating the taxon.

25 MR. STEPPAN: And then my similarly

1 related question is how predictive are the niche  
2 modeling approaches to actually predicting true  
3 ecological exchangeability? I guess there hasn't been  
4 any true test of that, is that correct, that you  
5 actually have done the exchange, not in obviously the  
6 Zapus, but other organisms that there have been exchange  
7 noncarbon -- noncarbon -- common garden approaches but  
8 exchanges?

9 DR. CRANDALL: No, and we certainly don't  
10 advocate doing those sort of studies. I mean, it's a  
11 bad idea in general moving organisms around just to test  
12 a hypotheses on exchangeability, but we do advocate  
13 taking these measurements of whatever seems relevant,  
14 whether it's behavioral differences, like history,  
15 differences, other kinds of ecological variables, niche  
16 modeling to look at ecological exchangeability. So --  
17 and people have done those sorts of studies and they  
18 have done life history differences and fish studies and  
19 they have done -- even genetic data for ecological  
20 exchangeability, right.

21 If you have candidate genes that are  
22 associated with adaptive differences, you can measure  
23 the genetic differences and use that to look at  
24 differences in -- whether things are ecologically  
25 exchangeable or not. In fishes, you know, the great

1 system is because they know so much about everything,  
2 although you'd think that we'd be just as well off in  
3 mammals, but apparently not.

4 DR. COURTNEY: Are we -- are you guys  
5 done with Keith?

6 DR. STEPPAN: Thanks, Keith.

7 DR. COURTNEY: Okay. So we're kind of at  
8 a natural break point at this point. We're going to  
9 stop to take a lunch break, to have lunch, lots of  
10 options downstairs.

11 The -- I just wanted to comment on the  
12 process that you see so far. I don't know how many of  
13 you want to volunteer to be up here in front of the  
14 panel, but I've often described this sort of process to  
15 folks as being pretty much like being put in front of  
16 Anthelia spiders. And I think you'll see that the level  
17 of questioning, the depth of questioning that the panel  
18 subject the scientists to, it's serious; and I think  
19 that should be seen as a measure of the seriousness of  
20 our intent and of the professionalism of the process  
21 with which we've enacted here. You may think that you  
22 are more -- getting more or less grilled, it's just like  
23 being in front of Mr. Sciliary and his buddies. You  
24 actually don't know, from the way the questioning is  
25 going, exactly how it's all going to show up.

1                   So I just wanted to thank you all for --  
2 you know, this has been a good meeting so far. I think  
3 things have been going well. I think we've really  
4 grilled a couple of the participants well on significant  
5 issues. If you have other questions you want to raise  
6 about these issues, morphological issues, we're not done  
7 with it yet, although we're at a break point. I'm  
8 hoping to contact Dr. Patton soon and have him call in  
9 to comment on some of this stuff, and Dr. Vignieri may  
10 also choose to comment too. So we may revisit this, and  
11 we -- you should feel like you can submit questions or  
12 comments as necessary.

13                   Okay. With that, we're going to  
14 reconvene in an hour. I warn you that when we do come  
15 back, we may be in a different room, so . . .

16                   (Noon recess taken from 11:57 a.m. to  
17 1:19 p.m.)

18                   DR. COURTNEY: Okay. Let's reconvene. I  
19 always find it funny, we have these science meetings and  
20 they're pretty pointy headed; and you've got a big  
21 audience in the first section, and then the audience  
22 size shrinks progressively as the meeting goes on.

23                   We're going to switch focus this  
24 afternoon and talk about what may be considered the  
25 central issues to some of these papers, which is the

1 issues of genetics. I think you've understood and seen  
2 the process now. I hope none of you have nightmares  
3 about being put in front of the panel. You can see that  
4 it's an intense scientific process, and I thank you all  
5 for following that. And you know, I think it's working  
6 well in terms of the written question thing. So let's  
7 just keep it like that for now.

8                   You've been alerted to the fact that some  
9 of the questions we're going to be asking about the  
10 genetics issues were probably asked not just of these  
11 two first participants, Doctors Ramey and King, but  
12 probably other folks who might be brought on the  
13 telephone today or tomorrow. So we're going to be  
14 asking these questions. They may be repetitive, just be  
15 warned.

16                   So first off is Dr. Ramey, and he's  
17 volunteered to continue being grilled by the supreme  
18 court here.

19                   DR. DUMBACHER: Okay. So I'll just -- so  
20 I'll start the discussion here on some of the molecular  
21 data. And the things I think we're going to be talking  
22 about mostly are issues of data quality, and we'll talk  
23 a little bit about how you got the data, how you got the  
24 samples from the museum skins, which samples were from  
25 museum skins, and then we'll talk a little bit about the

1 genetic regions that you looked at and how much data  
2 there was and go over some of your findings as well.

3                   So let's start first on -- let's talk a  
4 little bit about some of the museum specimens and how  
5 you -- where you got the DNA from those and what  
6 controls you had in the laboratory.

7                   DR. RAMEY: Museum specimens were  
8 obtained by traveling to the museums instead of  
9 requesting them. I -- we -- all the Preble's specimens  
10 came from -- tissue samples, virtually all, I'm sure,  
11 came from tissue samples that were taken of specimens  
12 that are now at Texas Tech archives. The rest of them  
13 were skin samples that were two-year punches actually of  
14 preblei that I got from Pioneer Environmental. They're  
15 up in northern Larimer County. And so those actually  
16 came into the museum because they wanted a test of  
17 whether they were -- they sent us five samples as  
18 unknowns, and they wanted to know if these were  
19 Preble's.

20                   DR. DUMBACHER: So these are all fresh  
21 tissue samples with --

22                   DR. RAMEY: No. They're all Preble's,  
23 yeah. Fresh or ear punch.

24                   DR. DUMBACHER: Okay. So the ear punch  
25 ones were from?

1 DR. RAMEY: Just two, just two. Those  
2 were from northern Larimer County, and those -- we  
3 designated where they came from in here. This is  
4 Pioneer, the specimen.

5 DR. DUMBACHER: And that was from fresh  
6 specimens that you also vouchered and there's  
7 vouchers --

8 DR. RAMEY: No, there's no vouchers to  
9 those. Those are the only two we don't have vouchers  
10 for. We tried to -- let me back up here.

11 DR. DUMBACHER: Okay. Sure.

12 DR. RAMEY: When we decided to do the  
13 study, we looked at two sampling schemes; and we asked,  
14 well, should we get many samples from two locations.  
15 And we looked at where those might possibly be and  
16 looked at the literature a bit more and thought, you  
17 know, we should probably try and do this across the  
18 range of the subspecies and that way we can capture the  
19 total range of variation that's out there. Obviously it  
20 limits some of the analysis you can do, but you're  
21 likely to catch things, particularly near zones of  
22 contact.

23 So we contacted museums, obtained lists  
24 of specimens, and then went through with maps and noted  
25 where all these specimens were located. And then we

1 just tried to select locations to give us a nice even  
2 distribution across the range of these subspecies all  
3 the way across, and I think you can see that in our  
4 figure in our paper. Then we -- so the Preble's  
5 samples, you know, we had in-house in the freezer there  
6 at the museum, got a couple from Pioneer Environmental.  
7 Then I traveled to KU, University of Kansas, Museum of  
8 Natural History and snipped skin specimens there.

9 DR. DUMBACHER: So that the snips, were  
10 they from center lines or were they toe pad or were  
11 they --

12 DR. RAMEY: They were generally along  
13 center lines.

14 DR. DUMBACHER: Okay.

15 DR. RAMEY: And so generally, I think  
16 this is a qualitative assessment, I would say, oh, a  
17 patch about like yea. Probably, you know, just a few  
18 milligrams. Probably wet, it would probably be, you  
19 know, 20 or so, maybe 30 milligrams even. The scissors  
20 that I used, I would lease before I went; and when I was  
21 there, I would actually reuse. But what I would do is  
22 to spray them down with alcohol, wipe them, spray them  
23 down again, flame them for about 30 seconds with a  
24 lighter in order to burn off any residual DNA on them,  
25 cool them, and then I would, you know, use a set of

1 those. Fresh gloves for every sample, separate tubes  
2 so, you know, wouldn't have any carryover there in any  
3 of those specimens.

4                   Norm Clippinger took the ones from  
5 intermedius -- some of the intermedius specimens that  
6 came from the Nebraska State Museum. We got the ones  
7 from New Mexico on loan from the Museum of Southwestern  
8 Biology --

9                   DR. ARBOGAST: The --

10                   DR. RAMEY: -- and pallidus also came  
11 from KU also.

12                   DR. ARBOGAST: The ones from Texas Tech,  
13 those are --

14                   DR. RAMEY: Those are sitting --

15                   DR. ARBOGAST: -- frozen tissues --

16                   DR. RAMEY: Yeah.

17                   DR. ARBOGAST: -- specimens?

18                   DR. RAMEY: Yeah, exactly. And most of  
19 the Preble's specimens in the Museum Nature of Science  
20 in Denver are all 1990s onward. And so the problem with  
21 these sort of questions is sometimes they're local, so  
22 DMH has all of the *Zapus hudsonius preblei* specimens;  
23 whereas KU has, you know, *campestris*, *pallidus*, and  
24 *intermedius*. Museum of Southwestern Biology has -- and  
25 I can't remember if we took it from the University of

1 New Mexico, I'd have to check -- were all from down  
2 there.

3                   We had ten luteus samples at the Museum  
4 of Nature and Science that were taken at the very  
5 southern part of Colorado, Las Animas County; and so I  
6 snipped skins on those, so . . .

7                   DR. DUMBACHER: And when you brought  
8 these back to the laboratory, were they handled in the  
9 same lab as all of your other work or did you have a  
10 separate facility for your --

11                   DR. RAMEY: No. Hsiu-Ping did all the  
12 DNA extractions on these; and so she did those at the  
13 University of Denver. And so, apparently, she did the  
14 extractions -- I asked her about this -- in different  
15 batches. So the Preble's was separate from the  
16 campestris.

17                   DR. DUMBACHER: Okay. But they were all  
18 done in the same lab as the PCR machine and the other?

19                   DR. RAMEY: I think you should  
20 specifically ask her that.

21                   DR. DUMBACHER: Okay.

22                   DR. RAMEY: But my understanding is that  
23 it was done at very different times in a lab shared with  
24 many other people, so . . .

25                   DR. DUMBACHER: And do you know what

1 techniques she used for extracting the DNA?

2 DR. RAMEY: Qiagen, Qiagen.

3 DR. DUMBACHER: Or DNAs adhesion or  
4 whatever they call it? Okay.

5 DR. STEPPAN: What amplification -- what  
6 size fragment were you amplifying then from the skin  
7 samples?

8 DR. RAMEY: I think it was around 380  
9 bases or so, but of course you have primer sequences on  
10 each end so you may see more than that, which she had  
11 done. And then trim the ends down, you get 346  
12 mitochondrial.

13 We went after a control region because  
14 there was some preliminary data out there from Norm  
15 Clippinger -- actually went out when he was a student at  
16 CU on a project to ask about, you know, genetic  
17 relatedness of various Preble's to other populations and  
18 subsequently decided not to continue with the project;  
19 but I had some experience with working with this from  
20 back then.

21 DR. STEPPAN: So what is the success rate  
22 on those amplifications?

23 DR. RAMEY: My understanding is that  
24 the -- you're going to have to ask Joe King specifically  
25 about that; but my understanding was it was not a

1 hundred percent; but it was, you know, high, so --

2 DR. STEPPAN: And so --

3 DR. RAMEY: And --

4 DR. STEPPAN: -- were all the ancient  
5 samples then done in one large fragment? Did Hsiu-Ping  
6 ever have to go to two smaller fragments or three?

7 DR. RAMEY: Yeah. Well, as we detail in  
8 our paper, things were done both in single  
9 amplifications and also with nested PCR. So you know,  
10 we talked about this extensively. When she did the  
11 nested PCR, she always had negative controls in the  
12 initial reaction and then carried those through to the  
13 second reaction. And so, you know, that's the standard  
14 operating procedure with nested PCR. And most of the  
15 campestris samples, I think, as we indicated in the  
16 email, were obtained by nested PCR in some of the  
17 Intermedius.

18 DR. DUMBACHER: Did you try to replicate  
19 these results internally in the lab? For example, many  
20 labs will require that they get at least two amplified  
21 sequences to agree with each other to make sure that  
22 they believe the sequences. Was anything like that  
23 done?

24 DR. RAMEY: To the best of my knowledge,  
25 I don't believe the replicates were run. Outside if

1 there was any ambiguity, it was rerun.

2 DR. DUMBACHER: And what was your -- we  
3 haven't been able to open up the sequencer file so we  
4 haven't looked at the chromatograms ourselves, but what  
5 was your take? Did it look like the chromatograms were  
6 very clear and unambiguous in most cases?

7 DR. RAMEY: I saw some of these early on,  
8 but Hsiu-Ping had handled the nested and mitochondrial  
9 DNA. So Lance did all the skull measurements. I helped  
10 him with the analysis. Hsiu-Ping did the mitochondrial  
11 -- the DNA extractions, PCR amplifications; and I ran  
12 microsattelites.

13 DR. STEPPAN: So on the nested PCRs, what  
14 was the relative position of the --

15 DR. RAMEY: I have got to --

16 DR. STEPPAN: You never had that happen?

17 DR. RAMEY: I have to refresh my memory.

18 DR. STEPPAN: I'm just trying --

19 DR. RAMEY: Excuse me, because I helped  
20 to design all these tests.

21 DR. STEPPAN: Are nested primers sort of  
22 inside the original primers?

23 DR. RAMEY: As I recall, that's the case.  
24 And it's easy enough to put these sequences into the  
25 context to see that. Also of significance, we used

1 ammonium sulphate-based buffers for the DNA. And  
2 previous experience showed when we had amplifications of  
3 collusion or products, sometimes you get cleaner product  
4 using ammonium sulphate-based buffers.

5 DR. DUMBACHER: And the microsatellite  
6 data was all worked up from the same extracts; is that  
7 correct?

8 DR. RAMEY: Yes. We split those, and  
9 then I had a set for running that.

10 DR. DUMBACHER: Okay. Okay. And there  
11 were four microsatellite loci?

12 DR. RAMEY: There were six, and we  
13 dropped one from the analysis because of -- it was -- we  
14 had a Hardy-Weinberg proportion.

15 DR. DUMBACHER: Did you have any  
16 indication of dropouts of alleles or things like that?

17 DR. RAMEY: There were a few cases of  
18 dropout. I did run some replicates, particularly early  
19 on for a bunch of these samples, but we also ran into  
20 some time constraints and so we -- and also DNA  
21 constraints because we had to use a lot of templates for  
22 some of these microsatellite reactions, so I was  
23 concerned we were going to run out of some of these  
24 things.

25 For the Preble's/campestris comparison, I

1 had initially -- I believe it was, like, 24 of each, and  
2 I was running replicates of those to compare and that  
3 was all during the optimization period. During the  
4 optimization, based on previous work with the  
5 microsatellites, it's important to run replicates than  
6 to look and see if you have allele dropouts, potentially  
7 false alleles, any consistent scoring on those. And you  
8 also have to sometimes modify the amount of templates  
9 you add in order to get good amplification, diluted in  
10 some cases.

11 DR. DUMBACHER: Have you ever seen cases  
12 of, like, a third allele, anything like that that would  
13 indicate contamination?

14 DR. RAMEY: No, not on the ones we had  
15 used. We had -- I initially screened -- I believe it  
16 was, like, ten loci, and I had a number of those that  
17 were -- I think it was amplifying more than one locus.  
18 I had multiple peaks on those, and we dropped those out  
19 of the analyses from use early on and then settled in on  
20 these six because you can get clean results.

21 DR. STEPPAN: So you said a lot of these  
22 questions we should talk to Hsiu-Ping, is there a way  
23 which we can direct questions to her?

24 DR. RAMEY: Yeah. He needs to bring her  
25 up, or pop her an email.

1 DR. STEPPAN: Do we have that on our --

2 DR. RAMEY: I can help you out.

3 DR. COURTNEY: Do you happen to know  
4 whether she's available?

5 DR. RAMEY: I asked her if she'd be  
6 around today, she said yes. She'd be good.

7 DR. COURTNEY: We might need to do that.

8 DR. DUMBACHER: That's most of my  
9 questions about the lab technique.

10 DR. ARBOGAST: No.

11 DR. COURTNEY: Do you want to talk about  
12 other issues because we have Dr. Ramey here, sampling  
13 regimen?

14 DR. DUMBACHER: Well, those would  
15 definitely be very important to us.

16 DR. COURTNEY: I assume that we may bring  
17 scientists up and down as we need to answer questions.  
18 And we may take a step out for a minute or two or a half  
19 an hour, whatever you feel like you need to do. So I'm  
20 making sure that you run this the way you want. So if  
21 you want to move on and ask some questions of Dr. Ramey  
22 on other issues, that's okay.

23 DR. DUMBACHER: That's all I have about  
24 these issues for now. I don't know if you guys have any  
25 others. If you wanted to -- I don't know if in your

1 PowerPoint you had a couple slides on your analysis that  
2 you would want to go over real quick.

3 DR. RAMEY: You have all that. You  
4 already read all that. I have a few other things I'll  
5 talk about later, hopefully; but yeah, let's just cut to  
6 the chase.

7 DR. STEPPAN: Sounds like most of my  
8 questions would be to Hsiu-Ping. That's what I was  
9 interested in.

10 DR. COURTNEY: Sounds like we should do  
11 that immediately rather than try to come back to it,  
12 don't you agree?

13 DR. DUMBACHER: Sure. Can we get her on  
14 the phone now?

15 (Brief interruption in proceedings.)

16 DR. COURTNEY: This is obviously not  
17 going to work just yet, so we've got the rest of the  
18 afternoon and tomorrow to make sure this stuff gets  
19 done. So Dr. Ramey's going to perhaps just give a quick  
20 call and leave a message, and we'll get her to call in  
21 and do what's necessary.

22 So in which case then, I think we're  
23 ready to ask Dr. King to step up for the first time and  
24 take the hot seat. So I guess it's up to you guys to  
25 ask questions again.

1 DR. DUMBACHER: Okay. Thanks a lot for  
2 coming. Along the same lines, I wonder if you could  
3 just describe some of the field hole punch techniques  
4 that were used for collecting the DNA samples in the  
5 field.

6 DR. KING: The samples were  
7 collected -- the samples that we collected from the  
8 field were collected by Paul Cryan from the --

9 DR. COURTNEY: Tim, you have a soft voice  
10 and maybe --

11 DR. KING: I also have a frog or  
12 something in my throat.

13 The samples that were collected from the  
14 field were collected by Paul Cryan from the Fort Collins  
15 Science Center as part of the USGS. Paul, I believe,  
16 has submitted a statement as to what his methodology  
17 was; but in short, between individuals, he took the hole  
18 punch and submerged it approximately 1 inch in bleach  
19 solution between each individual and used a fresh pair  
20 of gloves with each specimen as well.

21 DR. DUMBACHER: Okay.

22 DR. STEPPAN: Do you know how long it was  
23 submerged? I mean, was it a dip or was it just lay it  
24 in there for -- until the next sample?

25 DR. KING: That I don't know.

1 DR. DUMBACHER: And these were all  
2 collected as animals were caught from traps?

3 DR. KING: Yes.

4 DR. DUMBACHER: So probably along the  
5 trap line.

6 DR. KING: Yes.

7 DR. DUMBACHER: So there was some time  
8 between sampling from one individual to sampling from  
9 the next.

10 DR. KING: That's my understanding, yes.

11 DR. COURTNEY: Perhaps I could just stop  
12 for a second because I've just been handed something  
13 from the Fish and Wildlife which addresses this. And so  
14 I don't know whether maybe you can just read it.

15 DR. KING: This is an email addressed to  
16 Seth Willey of the Fish and Wildlife Service by -- from  
17 Paul Cryan. It says, "I've received your message about  
18 the meeting later this week and unfortunately previous  
19 commitments will prevent me from being able to attend.  
20 However, I heard that there were questions about our  
21 sampling techniques; so I wanted to write and give you a  
22 clear picture of how we collected the samples." I'll  
23 provide this to you if that'll help. "All of the ear  
24 punch samples that we collected were taken using a  
25 2-millimeter diameter scissor-type ear punch tool from

1 World Precision Instruments in Sarasota, Florida, and  
2 stainless steel forceps. Before taking samples from  
3 each mouse, the punch tool and the forceps were emerged  
4 in a 10 percent bleach solution to a depth of at least  
5 1 inch for a minimum of 30 seconds, but usually several  
6 minutes, then rinsed in clean water and shaken dry.

7                   We never deviated from this protocol.  
8 Clean rubber gloves were worn while handling the  
9 instruments and mice. In addition, blood was blotted  
10 from the punch wounds of mice on to Whatman FTA cards,  
11 which were also handled with clean rubber gloves.

12                   DR. DUMBACHER: Those samples were then  
13 frozen or were they put in ethanol or some sort of a  
14 tissue buffer?

15                   DR. KING: Those were submerged in  
16 ethanol, the tissue samples. The FTA cards were just  
17 maintained at ambient temp.

18                   DR. DUMBACHER: And what technique was  
19 used for extracting DNA back at the laboratory?

20                   DR. KING: We used the PUREGENE,  
21 basically a salt-based solution for the extractions for  
22 those tissues. It's the -- Genra Systems is the name  
23 of the company that produces the PUREGENE kit. And that  
24 extraction was used on all samples, whether it was the  
25 tissue or whether it was the blood -- the ear tissue or

1 the blood. When we choose to use the blood sample, the  
2 sample was -- a circle was cut out of the FTA card and  
3 then that piece of FTA card was treated as one piece of  
4 tissue subjected to pro K and other enzymatic  
5 digestions.

6 DR. DUMBACHER: Any other questions about  
7 that?

8 DR. ARBOGAST: I just want to followup on  
9 the methods in the lab. Did you guys run multiple  
10 samples to see if you got multiple sequence from the  
11 same sample or any of the things that Jack asked about?

12 DR. KING: Are we specifically talking  
13 about the samples that were used in the primary study or  
14 are we talking about the museum specimens?

15 DR. ARBOGAST: I was just talking in  
16 general. I guess more specifically for the museum  
17 specimens.

18 DR. KING: Well, we probably should  
19 clarify then what was actually done with the museum  
20 specimens. After our initial results were obtained, we  
21 found some inconsistencies between our data and the data  
22 that were published in the Ramey, et al., 2005.

23 DR. DUMBACHER: Can you describe what you  
24 mean by "inconsistencies"?

25 DR. KING: Well, we -- we had looked at

1 61 individuals, 61 campestris individuals. 30 of those  
2 were from the exact same collection site as a series of  
3 samples that Ramey, et al., had reported as having  
4 prebleii-type haplotypes.

5 DR. DUMBACHER: Were any of these the  
6 same individual or just the same collecting locality?

7 DR. KING: These were from the same  
8 collecting location. These were fresh caught specimens.

9 DR. DUMBACHER: So these were fresh  
10 caught. And do you know -- and, Dr. Ramey, and do you  
11 -- do you recall how old the specimens were that you  
12 sampled in museums? I'm just curious about the  
13 chronological difference between his collection and the  
14 collection that you were using.

15 DR. RAMEY: Checked into that, 67, 68,  
16 and 70.

17 DR. DUMBACHER: So it's about 40 years  
18 difference?

19 DR. KING: 30. But the ones in question,  
20 but the range goes all the way up until just very  
21 recently, then, you know, 2000. Yeah, so those are the  
22 old.

23 DR. KING: Most of the specimens in  
24 question are approximately 40 years old.

25 DR. DUMBACHER: Okay. But the same

1 location?

2 DR. KING: Yes, according to the specimen  
3 tag and using the record.

4 DR. DUMBACHER: Yeah, please continue.  
5 Okay.

6 DR. KING: So as a result of these  
7 inconsistencies, we offered to request tissue from the  
8 same museum specimens, and there were seven of them in  
9 question originally that the Ramey, et al., manuscript  
10 suggested had preblei haplotypes even though the  
11 individuals were collected within the campestris range.  
12 Those specimens were provided to us by the KU Museum.  
13 Dr. Robert Timmon provided the samples at our request.

14 The samples were, according to  
15 Dr. Timmon, were sampled using standard tissue sample  
16 protocols. The specimens -- only one specimen was  
17 working at a time, gloves were used, photographs were  
18 taken of the skins, the tag was legible. The tissue  
19 sample was placed into a vial dry and wrapped with  
20 paraffin, labeled, and cataloged and then sent to you  
21 also by FedEx. Then the Qiagen DNeasy kit was used for  
22 extractions.

23 And I need to distinguish these seven  
24 specimens from the other eight specimens that are  
25 provided in our manuscript. Those seven specimens were

1 of interest to us because they were the only specimens  
2 in either study that suggested that there might be some  
3 gene exchange between preblei and campestris. So what  
4 we did with those samples when they arrived, we signed  
5 for them, we took them to a new laboratory at our  
6 building that was not occupied, and never had any DNA  
7 extracted or amplified.

8                   We took that tissue there, we separated  
9 it into two samples. Each -- each tissue sample was cut  
10 in half, one sample was given to one technician, another  
11 sample was given to another technician. They went off  
12 in separate directions, amplified the work in different  
13 locations at different times, provided us. We went  
14 through the amplification, the sequencing reactions, the  
15 cleanup, provided the sequence results, and we compared  
16 them. As a result, six of the seven specimens, we  
17 obtained matching sequences from the two technicians.  
18 The seventh specimen, the technician was unable to get  
19 any amplification, and we exhausted that template.

20                   DR. DUMBACHER: Both technicians were  
21 unable to get any?

22                   DR. KING: No, one technician was. The  
23 other was not.

24                   DR. STEPPAN: Just to back up and  
25 clarify. So you went to an extraction lab that had not

1 been used for any?

2 DR. KING: Right. It was a brand-new  
3 genetics lab that was --

4 DR. STEPPAN: And you split the skin  
5 sample in two parts and then had the two technicians do  
6 independent extractions?

7 DR. KING: Independent extractions.

8 DR. STEPPAN: In that same lab?

9 DR. KING: Same lab.

10 DR. STEPPAN: But they handled them  
11 independently?

12 DR. KING: Yes.

13 DR. STEPPAN: And the PCR amplifications  
14 were done separately?

15 DR. KING: The PCRs reactions were done  
16 separately in separate hoods. The PCR reactions were  
17 run in the same lab as all the others as far as the  
18 thermocyclers, they were placed in the same  
19 thermocyclers as all the other samples, but the  
20 reactions were set up independently under laminar flow.

21 DR. STEPPAN: And of the six that worked  
22 where you had matching sequences from the two  
23 technicians, did those haplotypes match other haplotypes  
24 from other individuals?

25 DR. KING: Yes. Other than campestris

1 individuals.

2 DR. STEPPAN: But not necessarily each  
3 other?

4 DR. KING: No, they --

5 DR. STEPPAN: So six haplos had --  
6 amongst the six haplos, how many different haplotypes  
7 were represented, do you recall offhand?

8 DR. KING: I can tell you. We have the  
9 table and the manuscript. We observed -- of those seven  
10 specimens, we observed two haplotypes. Two of the  
11 common campestris haplotypes.

12 DR. DUMBACHER: So these six samples -- I  
13 just want to repeat to make sure I have this straight --  
14 they were taken from the campestris range?

15 DR. KING: Yes.

16 DR. DUMBACHER: And --

17 DR. KING: The seven -- seven species.

18 DR. DUMBACHER: Seven of them, okay. And  
19 they all returned campestris haplotypes?

20 DR. KING: Yes.

21 DR. DUMBACHER: That's using the control  
22 region sequences. We didn't have sufficient template --  
23 or probably didn't have sufficient quality or quantity  
24 of template to do the control region sequences.

25 DR. STEPPAN: On the --

1 DR. KING: I'm sorry, the cytochrome B,  
2 excuse me, right. And part of the reason that we didn't  
3 have enough template is that we also ran microsatellite  
4 DNA analyses on these for two reasons. One, we wanted  
5 to perform an assignment test to see if the individuals  
6 were also assigned campestris using microsatellite, but  
7 also to look for any sign of contamination.  
8 Microsatellite using micromarkers are ideal for testing  
9 for contamination given these are discotic markers.

10 DR. DUMBACHER: And how did these perform  
11 in the assignment test, were they assigned?

12 DR. KING: All seven individuals were  
13 assigned to campestris. And on average, using the gene  
14 class assignment that we used, they were on average  
15 twice as likely to be campestris than to be preblei.

16 DR. STEPPAN: And did you find any  
17 evidence for additional balance?

18 DR. KING: No.

19 DR. STEPPAN: Any evidence for possible  
20 contamination in those?

21 DR. KING: No, nothing more than a  
22 heterozygous condition.

23 DR. STEPPAN: And what was -- for the six  
24 that didn't work, what was the amplification success  
25 rate? Did it require -- I forget whether you used

1 nested PCR, are they weak or strong amplifications? Did  
2 it take multiple tries?

3 DR. KING: It did take multiple tries,  
4 and it did take -- take nested primers. We were not  
5 able to amplify them with the primers that were -- that  
6 were published in the Ramey, et al. We were not able  
7 to -- for the museum skins for the other samples, we  
8 were, but not for the museum skins.

9 DR. DUMBACHER: Did you ever try to  
10 amplify any of those using cytochrome B primers, just  
11 different mitochondrial, you get from PCR?

12 DR. KING: We did not try that. Again,  
13 there was not a lot of template to begin with, and we  
14 exhausted most of it in trying to get the mitochondrial  
15 results so that we could have a direct comparison. But  
16 we were able to get as many as 15 of the 21  
17 microsatellites to amplify in those museum skins. In  
18 table B-1 of the appendix will tell you the number of  
19 microsatellites that we were able to get to amplify.

20 But the template was scarce and, you  
21 know, we -- we strongly considered -- seriously  
22 considered going back and asking the museum for  
23 additional samples -- for additional tissue samples, but  
24 I finally decided to lay that ball in the lap of Fish  
25 and Wildlife Service; because regardless of what we

1 generated, it was going to be contentious. And it was  
2 my opinion that a third lab or a fourth lab should be  
3 called on to verify our findings. So I recommended to  
4 the Fish and Wildlife Service that they -- that they do  
5 that, they find someone to reanalyze those. And I don't  
6 know if that -- if that's been done or not.

7 DR. STEPPAN: Does anyone know if a  
8 decision's been made on that point?

9 MR. WILLEY: Fish and Wildlife has not  
10 followed up on that.

11 DR. STEPPAN: And so the control region  
12 amplifications you got were four similar size fragments  
13 that Ramey, et al., did, right?

14 DR. KING: Yes, yes. We were able to  
15 piece together a control region to have basically the  
16 same fragment.

17 DR. STEPPAN: But when you did your  
18 initial amplifications was for the 380 approximately,  
19 340 fragments and then --

20 DR. KING: And as you'll see in the  
21 sequence, we --

22 DR. STEPPAN: Yeah, I haven't had a  
23 chance to look at it yet.

24 DR. KING: We had to piece that together  
25 in different-sized fragments. Basically it was to -- in

1 essence, it was really two fragments that were pieced  
2 together.

3 DR. DUMBACHER: And I noticed you have  
4 multiple mitochondrial lined up. Do you know,  
5 Dr. Ramey, were most of your control region sequences  
6 from a single amplicon from the entire region? You  
7 mentioned just the two end primers and nested PCRs, but  
8 it sounded like you never had to do that in multiple  
9 pieces?

10 DR. RAMEY: Anything that was amplified,  
11 basically Hsiu-Ping went and tried nested; and some she  
12 wasn't able to get successful amplifications, but she  
13 did do nested on those using the primers that we  
14 designated in our paper. And also the amplification  
15 conditions, once again, utilizing -- you know, based on  
16 previous experience, you have to optimize reactions. So  
17 that's why she went down the road using ammonium  
18 sulfate-based buffers, and I don't know what conditions  
19 were used here.

20 DR. KING: And I guess I should also say  
21 we limited this comparison to 15 individuals because of  
22 timing. We started discussions with the Fish and  
23 Wildlife Service in the spring of 2005 to do this  
24 research project. As of July, we were still negotiating  
25 with folks from the Department of Interior who were

1 trying to -- trying to squash the study and to keep it  
2 from going forward. So we had a very limited amount of  
3 time to work on the samples, and it takes a long time to  
4 get samples from the museums. They like -- they request  
5 a lot of information and, you know, they verify a lot of  
6 that information, and we just -- we just didn't have the  
7 time to look at additional samples. We are looking at  
8 additional samples now, but at the time that this  
9 report -- when we were working on this study report, we  
10 didn't have the time to do more.

11 DR. DUMBACHER: So you also added data  
12 from cytochrome B for your fresh tissues?

13 DR. KING: Yes.

14 DR. DUMBACHER: So let me ask you a  
15 question because I think one -- one big difference  
16 between the two studies has to do with the genes chosen  
17 for the study and also the sheer number of data, and I'm  
18 curious when you look at just the control region  
19 sequences, was your resolution of the haplotypes similar  
20 to what Dr. Ramey got; or just looking at control  
21 regions, were your control region phylogenies pretty  
22 similar in resolution to what he published?

23 DR. KING: They were similar with the  
24 exception of the haplotype sharing. In our data we saw  
25 no haplotype sharing among the subspecies, each

1 subspecies had a unique suite of haplotypes, control  
2 region haplotypes.

3 DR. DUMBACHER: Okay. And in your paper,  
4 you also have a cytochrome B haplotype network  
5 published. Did you, at any point, combine the control  
6 region with cytochrome B?

7 DR. KING: Yes. In the phylogenetic  
8 portions of the study and the analysis, yes. The tree  
9 that's presented in -- I think it's figure 5, is a  
10 combination of the two data sets.

11 DR. DUMBACHER: Okay. So I have some  
12 questions about that network and then that next  
13 phylogeny, but do we have any other questions about  
14 laboratory procedures before we move on? Okay.

15 DR. KING: Are we going to go to the  
16 genetic analyses now, or should Dr. Ramey come up, or  
17 how do we want to --

18 DR. DUMBACHER: I'm flexible.

19 DR. COURTNEY: He just stepped out.  
20 There's just a question of technique which Dr. Ramey  
21 wants to make a point, and I think he should be allowed  
22 to.

23 DR. DUMBACHER: Sure, yeah.

24 DR. RAMEY: Because I was a curator of  
25 the Museum of Nature of Science, I had some familiarity

1 with the ear punch specimens that were taken for  
2 prebleii; and those specimens, to the best of my  
3 knowledge -- and I have a communication here to share  
4 with you, it's from Renee Taylor who took many of the  
5 southeastern Wyoming Preble's samples. And it was my  
6 knowledge, though I haven't seen the actual protocol,  
7 that the ear punch specimens were taken and then the  
8 punches were wiped down with alcohol, no gloves were  
9 used, and that was consistent across the Preble's  
10 samples taken.

11                   In Renee Taylor's communication -- I had  
12 called her to say, you know, I can't lay my hands on  
13 that protocol. I've looked around really hard, but I do  
14 recall you contributed a large number of these ear punch  
15 specimens. And so she had provided me with this  
16 communication, which indicates that it's contrary to the  
17 protocol that Cryan had used.

18                   I looked in Cryan's paper -- and I think  
19 that's a worthwhile thing to look at it -- it says it  
20 uses the Division of Wildlife protocol. To my  
21 knowledge, that Division of Wildlife protocol used  
22 alcohol and not bleaching or flaming specimens.

23                   DR. COURTNEY: Seth?

24                   MR. WILLEY: This is -- this is the  
25 protocol.

1 DR. COURTNEY: Oh, good. Thanks.

2 DR. STEPPAN: So this is which protocol?

3 DR. COURTNEY: It's Colorado's.

4 MR. PLAGE: I'm Pete Plage. That was  
5 given to me by Tanya Shenk. The little cover email  
6 there indicates it's the protocol DOW has used all  
7 along, and that was when Dr. Cryan was looking for the  
8 protocol. So based on that -- I mean, I can only go  
9 with what Tanya Shenk who's a researcher for DOW said.  
10 That was the DOW protocol.

11 DR. STEPPAN: So this was the DOW  
12 protocol that Paul Cryan had access to?

13 MR. PLAGE: Yeah.

14 DR. STEPPAN: But --

15 MR. PLAGE: Also if you see her cover  
16 letter, goes back to Riggs. And DOW who is -- my  
17 understanding was doing the kits, were taking the ear  
18 punch samples with various researchers in the field.  
19 They were preparing the kits. And I assume that that --  
20 you know, based on her comment with the email and the  
21 cover, it's the same protocol they distribute to folks.  
22 I don't know specifically Renee Taylor, whether she got  
23 it. Is Tanya here? Sorry, I didn't know. Tanya  
24 Shank's here who's the DOW person who did a lot of that  
25 work.

1 DR. KING: One point that I failed to  
2 mention is that throughout this study, all the  
3 specimens -- not only the specimens that were provided  
4 by the Denver Museum, but all of the specimens, every  
5 individual that we looked at in the study had a unique  
6 multilocus genotype; so that tells me that there was no  
7 contamination at any point in the study. If there had  
8 been some contamination or crosscontamination where one  
9 specimen's DNA had swapped the other, we would have  
10 seen -- we would have seen individuals that had the same  
11 multilocus genotype, but we did not.

12 The 21 locus -- multilocus genotype was  
13 very robust at discriminating individuals, and there was  
14 no indication whatsoever of any two individuals that had  
15 the same multilocus genotype.

16 DR. DUMBACHER: Did you ever see cases of  
17 third allele in your microsatellite?

18 DR. KING: No. If we would have seen  
19 that, we would have tossed the sample or retracted it  
20 from the original tissue and started over, but we did  
21 not see any of that.

22 DR. ARBOGAST: And just to clarify, you  
23 used the same extractions for both the microsatellite  
24 and the nested PCR?

25 DR. KING: Yes.

1 DR. ARBOGAST: Great. Thank you.

2 DR. COURTNEY: I've asked the panel if  
3 they wanted -- because we're getting a lot of things  
4 thrown at us quickly and there were some folks in the  
5 audience who we may want to talk to, so we're going to  
6 take, like, a five-minute, ten-minute break. Just mill  
7 around outside. We'll just talk things over, decide  
8 what we want to do, and then we'll call you back in.

9 (Recess taken from 3:07 p.m. to 3:20  
10 p.m.)

11 DR. DUMBACHER: So what we thought we  
12 might do, for the benefit of everyone else in the room,  
13 because probably many of you have read a bit of these  
14 comments back and forth, we wanted to talk a little bit  
15 about the two different types of contamination that we  
16 often get in genetics labs and that we all see in our  
17 labs, and we do everything that we can to try to cut  
18 these off or recognize them when they start to happen.

19 One type of contamination is when your  
20 field sample or initial sample gets switched with  
21 something else, and that can happen for a variety of  
22 reasons. It can happen because your scissors in the  
23 museum collection or your hole punch in the field has  
24 not been cleaned, and you've actually mixed a little bit  
25 of sample from one to the other.

1                   We also -- it occurs, you know, not  
2 infrequently, that we'll mix up the numbers on a vial,  
3 things like that. And so there is this type of  
4 contamination that we do see regularly in the lab. And  
5 we hope that we can catch that and cut it off and use a  
6 variety of techniques that the two PIs have both  
7 mentioned here to try and recognize when there is  
8 contamination. And we oftentimes will throw out  
9 specimens that seem especially perplexing in our  
10 analysis because they may be contaminated for one reason  
11 or another, and sometimes it's just easier to look at  
12 the other specimens.

13                   So there's a variety of things that we  
14 try and do to cut that off. So that's one type of  
15 contamination that happens when we're collecting our  
16 samples, and we want to make sure that nothing gets  
17 mixed up in those samples.

18                   There's another type of contamination  
19 that happens, and it happens especially in laboratories  
20 that use ancient DNA and most of us had some occasion to  
21 do some ancient DNA work. The laboratory that Scott  
22 worked in at the Smithsonian has a designated facility  
23 that's closed off from the rest of the laboratory for  
24 their ancient DNA work. And when I worked at the  
25 Smithsonian with Rob Fleischer and in my laboratory now,

1 we have a separated room that has a different air  
2 handling system, and it's separated physically from the  
3 other lab. You can never go from the post-PCR lab back  
4 to the extraction lab.

5                   And the reason is this: Is once you do a  
6 PCR reaction, you're creating millions and millions and  
7 millions of copies of DNA that's very low molecular  
8 weight that can become volatile in those tubes. It can  
9 get on your clothing, it can get on your hands and your  
10 hair. And when you go to set up another PCR reaction,  
11 it can get in that tube.

12                   Now, oftentimes in a normal laboratory,  
13 that's not a problem because we have so much DNA  
14 template in the bottom of our tubes that the good  
15 quality DNA template gets preferentially amplified, and  
16 we don't normally see much problem from that sort of  
17 thing, although it does occur in laboratories.

18                   But when we're working with substandard  
19 DNA and ancient DNA, oftentimes there's no template in  
20 the bottom of our tube; and we'll get amplification of  
21 other things, like our own human DNA from hair, from our  
22 own tissue. Sometimes we'll see things like cow,  
23 chicken, and pig, which we just assume is probably from  
24 our last meal; so that's -- that's how sensitive some of  
25 these reactions are. And we often -- in Rob's lab, we'd

1 get things like crickets and cockroach, mosquito DNA,  
2 things like that.

3                   So when we're working in the  
4 laboratories, what we're doing is very, very sensitive.  
5 And so the second type of contamination that sometimes  
6 occurs is this amplification or contamination of PCR  
7 product, okay. So once you've amplified DNA in the  
8 laboratory and you've got PCR product around, it can  
9 also get into the next PCR reaction.

10                   And so we've already talked to both PIs  
11 here and we've talked a lot about what they've each done  
12 to try to minimize contamination or the probability of  
13 contamination, and so I think we've kind of exhausted  
14 the questions there.

15                   But we would like to talk to Hsiu-Ping  
16 when we can get her on the phone just to find out what  
17 some of her results were and what she found will tell us  
18 whether or not, you know, there was -- whether there was  
19 a significant possibility of contamination. That  
20 doesn't mean that there is contamination.

21                   And I should say, too, nobody's done  
22 anything wrong here. What both of these labs have done  
23 is commonly done in a variety of different labs. Some  
24 labs have very high stringencies. And we have to  
25 remember too, King is working with having had all this

1 knowledge of what's gone on before and can compare and  
2 say, well, wait a second; and you know, take extra steps  
3 break; whereas in Ramey's lab, it was the first  
4 pass-through.

5                   And, you know, so everything that was  
6 done here was appropriate. We're not criticizing  
7 anyone, but we are trying to just figure out, you know,  
8 what steps were taken, and so we will probably have some  
9 more questions.

10                   We did have one question real quickly  
11 about this email that you had given us. Who is Renee  
12 Taylor again?

13                   DR. RAMEY: She was a consultant that  
14 worked a lot on Preble's mice, and she collected a bunch  
15 of Preble's ear punch specimens back in the '90s. And  
16 so I looked around in my files and couldn't find the ear  
17 punch protocol, so I just rang her up one day and said  
18 so do you happen to have a copy of this.

19                   DR. DUMBACHER: And these are some of the  
20 same ear punches that were then used in your lab; is  
21 that correct, or no?

22                   DR. KING: I don't know.

23                   DR. RAMEY: Yes, those are.

24                   DR. DUMBACHER: Okay. Thanks a lot for  
25 that clarification.

1 DR. KING: Which specimen?

2 DR. RAMEY: I believe southeastern  
3 Wyoming and potentially other Preble's specimens, I  
4 mean, there was a number of people who collected.

5 DR. DUMBACHER: But these were all  
6 Preble's and not campestris?

7 DR. RAMEY: Good to ask that question.

8 MS. JENNINGS: I'm Mary Jennings with  
9 Fish and Wildlife Service, and I believe of the  
10 specimens you looked at, they were -- they would have  
11 all been Preble's or from the range of Preble's, none of  
12 them thought to be campestris. Some of them may have  
13 turned out to be princeps. Actually, she collected for  
14 True Ranches. They own several properties along the  
15 front range and southeastern Wyoming; and she collected  
16 from many, many drainages. And so several of your  
17 specimens came from her collection.

18 DR. KING: Okay.

19 DR. DUMBACHER: That's informative too.

20 DR. ARBOGAST: Some of them would have  
21 been from other people like Cryan as well?

22 DR. KING: No, no. The Wyoming samples  
23 -- the southwestern -- the southern Wyoming samples that  
24 we used were -- many of them were just identified in the  
25 museum as being Zapus. They weren't identified to

1 species. We used control region cyt B to determine the  
2 species and the subspecies as far as hudsonius is  
3 concerned, and those that were preblei were used as the  
4 preblei collection from southern Wyoming.

5 DR. DUMBACHER: Okay. But none of these  
6 were the campestris where there was preblei?

7 DR. KING: (Shakes head back and forth.)

8 DR. DUMBACHER: Okay. Great. Then I  
9 think that we've exhausted that line of inquiry. And I  
10 think what we'd like to do next would be to look at the  
11 genetic data and some of the analyses that were done,  
12 and we'd like to proceed pretty much the way we did this  
13 morning with the molecular questions. So we wonder if  
14 we could ask you --

15 DR. RAMEY: Sure.

16 DR. DUMBACHER: So your control region  
17 sequences, how did you choose that region and tell us a  
18 little bit about your analyses and what you did there.

19 DR. RAMEY: Well, one thing that made me  
20 competitive, you know, in putting a program together on  
21 this question was that I worked with this grad student  
22 at CU. We together developed primers for the control  
23 region, north specific, and so we were able to  
24 potentially make rapid progress on this. And the  
25 control region obviously is one of the more faster

1 evolving regions, and so we chose that to run with on  
2 this initially and realized there was some limitations  
3 potentially on some specimens for how long an  
4 amplification we could get.

5                   And we did have some preliminary  
6 cytochrome B data, but we realized that was going to be  
7 very, very expensive long road to get that data. So we  
8 decided we're not going to run with this part, the  
9 number of specimens, I don't know, 20 or 50 specimens we  
10 ran. 20 or 30, I think.

11                   DR. STEPPAN: Which part of the control  
12 region was that again?

13                   DR. RAMEY: I'll have to check. I don't  
14 recall.

15                   DR. DUMBACHER: Was it part of a highly  
16 variable region or was it one of the --

17                   DR. RAMEY: Just ask Hsiu-Ping that. She  
18 has that.

19                   DR. DUMBACHER: With your mitochondrial  
20 analysis on your tree, figure 3 on your published paper,  
21 the neighbor-joining phylogram, and this was based on  
22 distance data; is that correct?

23                   DR. RAMEY: Yes, based on distance.

24                   DR. DUMBACHER: And you choose your --

25                   DR. RAMEY: Primary 2.

1 DR. DUMBACHER: -- primary 2. And how  
2 did you choose that model?

3 DR. RAMEY: We ran a series of models and  
4 decided on -- you know, we did a series of phylogenetic  
5 analyses with different models and we had strong  
6 congruence on those; and so we, you know, produced this  
7 tree just as one of many that we could have produced  
8 with the data set. And so we had strong concordance  
9 between these, was that there was two lineages of  
10 mitochondrial DNA that was found. One, essentially, a  
11 pallidus, luteus lineage and another prebleii,  
12 campestris, intermedius lineage.

13 So really the distance you use and such  
14 are probably less relevant than the fact you have  
15 congruence across many models and many genetic analyses.  
16 You know, not shown in there is Parsonian analysis,  
17 networking, split decomposition. Thanks, just ask.

18 Same basic structure, low bootstrap  
19 support for the nodes beyond this major split in the  
20 lineages. And I think that, you know, when we compare  
21 our study with King's, you find, I think, remarkable  
22 concordance between these outside of the shared  
23 haplotypes. Types that we found between prebleii and  
24 campestris between the campestris and intermedius, so  
25 it's the only real difference.

1 DR. DUMBACHER: And the Preble's  
2 haplotypes are here in blue; is that right?

3 DR. RAMEY: Uh-huh, uh-huh.

4 DR. DUMBACHER: So these were the ones  
5 that were primarily found within the Preble's range?

6 DR. RAMEY: Yes.

7 DR. DUMBACHER: And they're found pretty  
8 close in the tree here, but that portion of the tree  
9 really has no bootstrap supported?

10 DR. RAMEY: Correct.

11 DR. DUMBACHER: No particular phylogeny  
12 in that region can really be supported or argued for?

13 DR. RAMEY: Correct.

14 DR. DUMBACHER: And so there's no  
15 evidence for monophyly here?

16 DR. RAMEY: Correct.

17 DR. DUMBACHER: But no evidence against  
18 monophyly either?

19 DR. RAMEY: No evidence -- the question  
20 is there is resolution -- sufficient resolution to  
21 detect monophyly if it exists.

22 DR. DUMBACHER: Yeah, I guess that's kind  
23 of what I'm getting at.

24 DR. RAMEY: Yeah.

25 DR. DUMBACHER: Okay. But there's no

1 alternative phylogeny that it's nonmonophyletic that is  
2 supported by these data either?

3 DR. RAMEY: No.

4 DR. DUMBACHER: Okay. Okay. Is there  
5 anything else that you'd like to say about these data  
6 that you think are especially relevant or telling?

7 DR. RAMEY: Well, once again, there's a  
8 remarkable concordance between these two mitochondrial  
9 DNA trees that were obtained. Bootstrap support for  
10 both of these for any of the nodes beyond those clades,  
11 and so I think there's some uncertainty as to the  
12 phylogenetic resolution there; however, it's obviously  
13 at a depth that is very shallow.

14 DR. DUMBACHER: Right, and very difficult  
15 to resolve with the data. Okay. Any other questions  
16 about the mitochondrial?

17 DR. STEPPAN: No.

18 DR. DUMBACHER: But you didn't use  
19 Modeltest?

20 DR. RAMEY: Yes, we did use Modeltest.

21 DR. DUMBACHER: And you recommended  
22 having the 2 parameter or something else?

23 DR. RAMEY: I believe so.

24 DR. DUMBACHER: Okay. Then you were  
25 asked to look at more data by a review panel, is that

1 correct, and that was looking at some nuclear markers  
2 and that was while you went back into some  
3 microsatellite work?

4 DR. RAMEY: Well, it was -- we had a  
5 number of reviews that suggested, okay, let's look at  
6 microsatellites; however, none of those reviews  
7 specified any kind of threshold with which to apply to  
8 the microsatellite data, just to gather microsatellite  
9 data was the essential suggestion.

10 And similarly, we submitted our paper and  
11 then we were asked to revise, resubmit. It was -- you  
12 know, the reviewer suggested getting microsatellite or  
13 some other nuclear marker. Now, ideally we'd go after  
14 nuclear genes on these things. And microsatellites are  
15 relatively easy to gather the data for, and so we  
16 pursued that into the question because that's relevant  
17 to the splitting of the prairie jumping mouse into these  
18 other entities by Krutzch '54.

19 DR. ARBOGAST: Can I ask a followup  
20 question?

21 DR. RAMEY: Yes, yes, yeah.

22 DR. ARBOGAST: It says in the paper that  
23 the Modeltest selected the TVM model with a discrete  
24 gamma distribution, yet you were saying you used the 2  
25 parameter --

1 DR. RAMEY: Uh-huh.

2 DR. ARBOGAST: -- for the gene tree?

3 DR. RAMEY: Uh-huh.

4 DR. ARBOGAST: So I'm interested in why  
5 the Modeltest chose one model and you used a different  
6 one for the tree.

7 DR. RAMEY: You know, let's just go ahead  
8 and ask Hsiu-Ping that because we worked together on  
9 this, and she was really the ace on the analysis on  
10 this. But we worked very close on this.

11 DR. ARBOGAST: It sounds here like  
12 actually you used the TVM + I + G model for the tree.

13 DR. RAMEY: All this stuff was done  
14 certainly years ago, so I'd have --

15 DR. ARBOGAST: I think there is, yeah.

16 DR. RAMEY: -- to reach back.

17 DR. STEPPAN: Backing up just a little  
18 bit because I was just trying to figure something out.  
19 I don't think this is actually terribly important one  
20 way or the other, but just comparing the animal  
21 conservation paper to the technical report in December  
22 of '04 and the two trees are -- both adjoining trees are  
23 similar coloring schemes. And I notice the branch  
24 lengths are different between two of them for many of  
25 the clades, and on the technical report there are

1 various branches that don't have haplotype labels  
2 associated with them. And from what I can tell, were  
3 they same haplotype labels that are here?

4 DR. RAMEY: Well, the paper represents a  
5 refinement on that.

6 DR. STEPPAN: Right. Was that just  
7 collapsing -- finding haplotypes that were identical  
8 and further collapsing them?

9 DR. RAMEY: I believe so, but the thing  
10 to rely upon is the published paper.

11 DR. STEPPAN: But they should be the same  
12 two data sets, correct?

13 DR. RAMEY: Yeah, same data sets.

14 DR. STEPPAN: And both neighbor-joining  
15 with the same model?

16 DR. CRANDALL: I don't think so. I think  
17 the technical report is the 2 parameter and then that's  
18 why the branch links are denying.

19 DR. RAMEY: You know, you're reaching  
20 back pretty far now. This is only my fourth summer on  
21 this.

22 DR. STEPPAN: I just noticed a few little  
23 things, I'm just --

24 DR. RAMEY: Fine.

25 DR. DUMBACHER: Just for everybody in the

1 audience, I'd hate to be asked a bunch of questions  
2 about papers I published four years ago, so we  
3 appreciate your --

4 DR. RAMEY: That's okay.

5 DR. STEPPAN: My studies -- my analyses  
6 go through a few permutations too, so --

7 DR. RAMEY: One thing I would like to  
8 point out here is on these trees is that, you know,  
9 there was -- actually in our initial work, you know, we  
10 used a microanalysis number, which is a lab identifier  
11 number, and we have a voucher number. And so, you know,  
12 our first trees that we produced had the isolated  
13 numbers instead of the voucher number.

14 And relative to -- I want to go back, if  
15 I could, and revisit this discussion of contamination  
16 and such, that, you know, there's been some discussion  
17 as to whether there's been a mix-up of samples and  
18 there's -- I would like to take issue with some minor  
19 points there in Tim's analysis that there was  
20 inconsistent numbering of samples.

21 And I think I communicated that with you  
22 earlier that, in fact, Genbank had -- we had sent the  
23 subsequent files in and had the voucher number and the  
24 isolated number and that that just hadn't been updated.  
25 And so, you know, communicating with them, we actually

1 have the final updated files but items just an oversight  
2 by their group in doing that.

3                   So anyway, you could look back -- I think  
4 it was our first report we used those KU numbers and,  
5 you know, instead of the voucher numbers because it was  
6 just easier to move along. But we were very consistent  
7 by having all that together and checked out multiple  
8 times.

9                   DR. COURTNEY: Are we done with Dr. Ramey  
10 for a moment?

11                   DR. DUMBACHER: I think so. Are there  
12 any questions about the microsatellite analysis?

13                   DR. ARBOGAST: Not right now.

14                   DR. DUMBACHER: So I wonder if we could  
15 ask you some of the same questions, just how did you  
16 choose your loci, what did you find, what do you see is  
17 the critical differences in the two studies or at least  
18 in terms of the data that were used?

19                   DR. KING: Do you want to stick with the  
20 mitochondrial?

21                   DR. DUMBACHER: Yeah, let's stick with  
22 the mitochondrial first.

23                   DR. KING: Well, we ran the mitochondrial  
24 in the control region obviously because the Ramey, et  
25 al., publication reported control regions, so we tried

1 to -- or we did amplify and sequence and analyze the  
2 same region. That's the reason why we did control  
3 region.

4                   We choose to do an additional region,  
5 which was cytochrome B because, you know, we felt that  
6 346 base pairs of DNA sequence was not sufficient. And  
7 again, I don't know if I've said this or not, but when  
8 we started this work for -- planning this work, the  
9 Ramey, et al., 2005 had not been published and there was  
10 no microsatellite data available. So we thought that  
11 facing this type of question on 346 base pairs of  
12 control region was insufficient, so we added a commonly  
13 used fragment of cytochrome B to the study to see if we  
14 got congruent results.

15                   If that answers your question as to why  
16 we chose a separate region, but we just felt that one  
17 gene tree, control region control tree, the short  
18 fragment like that was not sufficient with which to make  
19 these types of decisions.

20                   DR. DUMBACHER: One other significant --  
21 or at least to me looking at the tree, one of the things  
22 that I see in your tree, having more data in it, you're  
23 able to get better resolution. There may not be strong  
24 bootstrap support from these groups, but you're getting  
25 partitions for many of the subspecies *campestris*, which

1 is -- appears to be monophyletic in your tree there.

2 And intermedius is Zhi?

3 DR. KING: Yes.

4 DR. DUMBACHER: It's intermedius. So it  
5 actually breaks out into two clusters where the  
6 campestris is in between. You also ran a nested clade  
7 analysis?

8 DR. KING: No, we did not.

9 DR. DUMBACHER: This is just the network?

10 DR. KING: That's the TCS network.

11 DR. DUMBACHER: TCS network, which is a  
12 nonrouted partitioning of the data, so it doesn't  
13 necessarily place a root. So one of the things that  
14 struck me about this that I wanted to ask you a couple  
15 of questions about is that you did find a clustering of  
16 the Preble's haplotypes in many of the other subspecies,  
17 so you found pretty tight clustering?

18 DR. KING: Yeah. There was -- the  
19 haplotype were diagnostic among the subspecies.

20 DR. DUMBACHER: Right. And being  
21 diagnostic could be predicted. If you got a new  
22 haplotype, you could make predictions about where it  
23 fell and see whether or not it --

24 DR. KING: With the limitations of the  
25 data that we have, yes.

1 DR. DUMBACHER: Now, in terms of the  
2 rooting of this tree -- so one of the things is that  
3 Preble's is not monophyletic, which is one of the things  
4 that a lot of taxonomists look for, hope for, and  
5 conservation biologists too. And just looking at the  
6 length of branches on this tree --

7 DR. KING: Are you looking at the tree  
8 from the report or are you looking at the tree from the  
9 manuscript? I believe you have the report.

10 DR. ARBOGAST: Is this the most recent?

11 DR. CRANDALL: None of these subspecies  
12 are monophyletic.

13 DR. KING: Pardon?

14 DR. CRANDALL: None of the subspecies are  
15 monophyletic.

16 DR. RAMEY: They're paraphyletic.

17 DR. DUMBACHER: It says *campestris* is  
18 monophyletic.

19 DR. COURTNEY: I know that we're behaving  
20 like a normal scientific meeting, and I want to remind  
21 you that we're not a normal scientific meeting, so let's  
22 let the panel ask you questions. If you have a question  
23 or comment, you know the process.

24 DR. DUMBACHER: But it's okay with me if  
25 Tim --

1 DR. COURTNEY: If you want to ask him a  
2 question.

3 DR. DUMBACHER: Okay. I guess one of the  
4 things that I've -- been looking at in trying to  
5 understand about this is the rooting in this tree is an  
6 outgroup rooting, right, so you've just put all your  
7 taxa in and you let the computer figure out where the  
8 root is for this group?

9 DR. KING: Yes.

10 DR. DUMBACHER: But if you looked at an  
11 unrooted phylogeny or unrooted network for just  
12 hudsonius, then you would get what's pretty much in this  
13 figure before it?

14 DR. KING: Yes.

15 DR. DUMBACHER: Okay. And what support  
16 was there for the placement of that root, because one of  
17 the things that also strikes me on these sorts of things  
18 is that -- I guess, how do I phrase this? The next  
19 outgroup -- oh, I guess it's the *Zapus hudsonius*, is  
20 that what it is?

21 DR. ARBOGAST: That should be *luteus*.

22 DR. KING: *Luteus* and *pallidus*.

23 DR. DUMBACHER: So *luteus* is what you  
24 mean nested *hudsonius* in this?

25 DR. STEPPAN: To everyone in the

1 audience who can't look at what we're looking at, we  
2 apologize.

3 DR. DUMBACHER: Yeah, we were talking  
4 about this a little bit in the car coming over  
5 yesterday, which is why it's kind of fresh in my mind.

6 DR. ARBOGAST: I think the point that  
7 jumped out is that the morphology is fairly odd looking  
8 for a typical habitat tree in that a lot of haplotypes  
9 are clustered around down at the base, close to the  
10 outgroup instead of being out sort of, you know, more of  
11 a shape of a tree like in the Ramey, et al., paper.  
12 Those are based on similar data. And regardless of the  
13 samples in question that the inconsistent results are  
14 in, the shapes of those two trees are really very  
15 different to me. And I was just wondering if you -- my  
16 personal question is could you comment on the effect of  
17 the outgroup rooting.

18 DR. COURTNEY: By the way, Tim, if this  
19 is coming at you faster and you wanted to take a few  
20 minutes to think about it, you can do that.

21 DR. KING: I'm not sure what -- that I  
22 understand the question.

23 DR. DUMBACHER: I guess if we look at  
24 this haplotype network, we get nice clusters of many of  
25 the different groups. And the thing that tells us that

1 this is not a good cluster is that the root happens to  
2 fall right inside of this cluster. What support do we  
3 have that the root belongs here as opposed to any other  
4 place? And placement of that root may be a very  
5 critical point for whether or not this is monophyletic,  
6 and I guess that's one of the things that I was just --  
7 we were just curious about.

8 DR. KING: Well, I think what we should  
9 do is maybe back up a little bit and try to understand  
10 why the haplotype network is there. And you may  
11 remember from reading in the manuscript that we felt  
12 like this question that we're trying to address is not a  
13 species level question, which is exactly what this  
14 analysis is trying to force it into. We provided this  
15 analysis simply as a comparison with Ramey's.

16 DR. ARBOGAST: Are you talking about the  
17 tree?

18 DR. KING: Yes.

19 DR. ARBOGAST: Yeah, thank you.

20 DR. KING: Yes. We felt -- I felt  
21 strongly that this is an intraspecific comparison, and  
22 we're trying to force it here into a higher level  
23 analysis, phylogenetic analysis. And the haplotype  
24 network, which gives us some information from an  
25 ancestral standpoint, is more important and more

1 revealing in these taxas that are relatively recently  
2 diverged.

3                   And that's why we provided the haplotype  
4 network; because it shows not only that the haplotypes  
5 for each subspecies are most related to other haplotypes  
6 within that subspecies, but it also takes the  
7 information from the haplotype network and combines it  
8 with the -- the haplotype appendices shows there's no  
9 haplotype sharing between and among the subspecies.

10                   What the analysis is that you're  
11 proposing now -- what that analysis is telling us is  
12 what we already knew going into that based on the Ramey,  
13 et al., manuscript is that whatever -- whatever  
14 differentiation there is that exists there, it's  
15 relatively shallow and it's relatively recent. It  
16 doesn't mean it isn't important, but addressing  
17 questions about monophyly on this data are inappropriate  
18 in my opinion. It's not the question. I don't want to  
19 know whether it's species or not. I want to know  
20 whether it's a subspecies.

21                   DR. ARBOGAST: I think there are a couple  
22 issues. One is that, yes, there's a whole issue of  
23 whether we would even expect that, which I think is a  
24 good point. The other point, though, is that -- maybe  
25 this is my direct question, is I wonder how good

1 princeps is as an outgroup in this at all because of how  
2 distant it is. And if you could comment just on maybe  
3 the -- if you know, the approximate level of sequence  
4 divergence between princeps and some ingroup versus  
5 outgroup amounts which are pretty low.

6 DR. KING: Right. Well, I believe the  
7 sequence divergence for control region between princeps  
8 and hudsonius on the average is about 10 percent for  
9 control region. It's approximately 20 percent using  
10 cytochrome B.

11 DR. ARBOGAST: Right. So maybe tenfold  
12 or more?

13 DR. KING: Right. And again, you know,  
14 your point is well taken, it may not be the appropriate  
15 outgroup, but I would again contend that this analysis  
16 is inappropriate for this question and that's why we put  
17 emphasis on that in the manuscript. But the  
18 genealogical concordance is an important issue in this  
19 study, I believe.

20 DR. ARBOGAST: I think that, you know, we  
21 would ideally root these trees, but in some cases with  
22 these intraspecific-type questions, the next closest  
23 group is very divergent and they can, in some ways, lead  
24 to some problems. And I'm not sure if that's the case  
25 here; but given the large amount of divergence of

1 princeps, it makes me suspicious that it could be; so I  
2 think that's something that we need to consider.

3 DR. KING: And since we've mentioned  
4 princeps, I think it's important that I tell you that  
5 we've -- we have sequenced some tissue samples from the  
6 Denver Museum -- that were provided by the Denver Museum  
7 but requested for analysis by the Fish and Wildlife  
8 Service, and these were specimens that were either  
9 identified as *Zapus general* or identified as *hudsonius*  
10 princeps.

11 And we've looked at 50 individuals most  
12 recently, and I think approximately 100 individuals  
13 total. And we see, again, very large sequence  
14 diversity, differences or sequenced -- sequence  
15 divergence differences between princeps and hudsonius.  
16 And we were using control region, cyt B, and what we  
17 believe to be a diagnostic microsatellite.

18 We assumed no indication of hybernization  
19 between princeps and hudsonius even in southern Wyoming  
20 where we have obtained samples from the same drainage --  
21 different locations within this drainage, but from the  
22 same drainage. We see no indication out of a hundred  
23 specimens of hybernization. So again, whether it's a  
24 good outgroup or not, that's a very valid question.

25 DR. STEPPAN: Can you think of anything

1 that would? There's only one other species in the  
2 genes, correct?

3 DR. KING: Yes, trinotatus.

4 DR. STEPPAN: Is there any expectation it  
5 would be closer?

6 DR. KING: Well, geographically it's not  
7 so in theory. We didn't even go there, to be quite  
8 honest.

9 DR. COURTNEY: I think as part of that,  
10 it turned out geographically is not taxonomically  
11 closest.

12 DR. DUMBACHER: So your point is well  
13 taken that this -- these type of analyses are the kinds  
14 of things that a lot of taxonomists would consider valid  
15 for species level, and I appreciate that point. And I  
16 guess one of the questions is, depending upon how this  
17 rooting goes, if the rooting goes in a different place,  
18 you could actually get phylogeny that would suggest  
19 preblei would be a good species. We haven't gotten that  
20 in this -- in these analyses, but it's unclear to me  
21 that any rooting here is well supported and that it's  
22 hard to look at this phylogeny and read too much into  
23 it.

24 DR. KING: That's exactly my point. I  
25 mean, you've made the point better than I had in the

1 manuscript. That's exactly the point why that analysis  
2 is inappropriate in this to address this question.

3 DR. DUMBACHER: Well, are there any other  
4 questions about this?

5 DR. ARBOGAST: I don't think about the  
6 mitochondrial data.

7 DR. DUMBACHER: I'm curious about your --  
8 let's see, the tree that you did show there. What kind  
9 of tree is that again, can you remind me?

10 DR. KING: It was a parsimonious.

11 DR. DUMBACHER: That's parsimonious.

12 DR. KING: Then there's a basic analysis  
13 right on the back.

14 DR. DUMBACHER: Okay. Which model of  
15 evolution did you use?

16 DR. KING: Well, for the control region,  
17 it was HKY + I + G.

18 DR. DUMBACHER: And did you explore  
19 site-specific rate models for that?

20 DR. KING: No, I do not -- I don't  
21 believe that we did.

22 DR. ARBOGAST: The partition Bayesian  
23 analysis for the --

24 DR. KING: Yes.

25 DR. ARBOGAST: So partition by control

1 agent and by cytochrome B?

2 DR. KING: Yes.

3 DR. ARBOGAST: And there are a number  
4 of -- there are a number of parameters which you can  
5 vary or not vary that when you do the Bayesian analysis.

6 DR. KING: Yes.

7 DR. ARBOGAST: And do you recall which --  
8 in the manuscript it doesn't clearly state that -- which  
9 ones were allowed to vary and which ones weren't?

10 DR. KING: I don't recall, but I think  
11 that we could probably talk to John, John Switzer who  
12 did the analysis if you'd like to -- if you'd like to do  
13 that.

14 DR. ARBOGAST: It's more out of curiosity  
15 than anything.

16 DR. COURTNEY: Okay. Are we done with  
17 Dr. King for a little bit?

18 DR. DUMBACHER: Yep.

19 DR. COURTNEY: Do you want to address the  
20 same sort of tree issues with Dr. Ramey or Dr. Crandall?

21 DR. DUMBACHER: I don't know if you guys  
22 have any more to add to that.

23 DR. CRANDALL: In our report, if you look  
24 at figure 6, we did use cytochrome B data from --

25 DR. COURTNEY: Keith, we can't all hear

1 you. You need to come up.

2 DR. CRANDALL: So this is the tree. So  
3 in our report that we did for the State of Wyoming, we  
4 did -- in figure 6 it shows cytochrome B data from the  
5 subset of the species in question with a number of  
6 representatives from the other species in that genus,  
7 the other two. And the one -- what's the one with the  
8 TA?

9 DR. ARBOGAST: Trinotatus.

10 DR. CRANDALL: That one comes in between  
11 the other two, although the bootstrap valley is very low  
12 for that particular location. There's only one  
13 haplotype of that type.

14 DR. ARBOGAST: Is it much more closely  
15 related to terms of sequence divergences, or do you  
16 recall?

17 DR. CRANDALL: I don't recall what the  
18 sequence divergences are in there.

19 DR. DUMBACHER: And Preble's is in black  
20 in this one, right?

21 DR. CRANDALL: Right.

22 DR. COURTNEY: Maybe I, plus the panel,  
23 are thinking about what they want to ask. Maybe I'll  
24 just ask Keith to comment on the whole issue of  
25 rootiness of these trees and appropriateness of using

1 this sort of approach at a subspecific level.

2 DR. CRANDALL: Well, I've made a living  
3 telling people what Tim just told you, which is, you  
4 know, it's -- the phylogeny is good for asking questions  
5 about if you -- I mean, the first thing you want to know  
6 when you do a study like this is is the species  
7 monophyletic, right, so the phylogeny is appropriate,  
8 and that's the question you were all asking. And  
9 phylogeny is a great tool to look at that, is this  
10 species monophyletic.

11 When you get below the species level,  
12 there are some ESU criteria, like Moritz' that do  
13 require reciprocal monophyly as one of their criterion;  
14 so in that case, you have to use a phylogeny at least as  
15 part of your analysis to address that criterion of what  
16 is an evolutionary significant unit. Some subspecies  
17 definitions aren't based on reciprocal monophyly, so  
18 phylogeny is an appropriate thing to use in that case.

19 If you want to look at population  
20 dynamics and partitioning history from current goings-on  
21 in the population structure, then the network approach,  
22 in my opinion, is a far better approach. It gives you  
23 statistical support for those relationships that,  
24 basically, when you do the phylogeny, you get two  
25 groups, right. I mean, both data sets show you get two

1 groups. You get the three subspecies clustering  
2 together in one clade and the other two clustering  
3 together in the other. And they basically give you no  
4 information about what's going on within those two  
5 clades.

6                   So then that's an appropriate point to  
7 say if we want to designate ESUs on reciprocal  
8 monophyly, there are two groups. If we want to do  
9 something else, then we have to go to a different  
10 technique, like the nesting or the network approaches to  
11 look at what's going on within those groups. And when  
12 you look at the network of Tim's, you get, in fact, at  
13 least two, if not three distinct networks. Yeah, so  
14 three distinct networks, right. One with luteus, one  
15 with pallidus, and one with the three other subspecies.  
16 Although it's not true that they cluster exclusively by  
17 subspecies, he's drawn it that way, but this one is  
18 actually connected to campestris but boxed in the  
19 intermedius because it's an intermediate.

20                   DR. STEPPAN: Right, but it's not a  
21 haplotype shared by individuals of two different  
22 subspecies; is that correct?

23                   DR. KING: That's correct.

24                   DR. CRANDALL: Right, but it's an  
25 intermedius haplotype that's boxed.

1 DR. STEPPAN: And that that's most  
2 closely linked to a haplotype.

3 DR. KING: But the next step would be a  
4 *campestris*, yes, but it is not.

5 DR. CRANDALL: And the other point to  
6 realize is that those boxes don't have anything to do  
7 with the nested clade analysis, right? That's not --  
8 neither group did that sort of analysis?

9 DR. DUMBACHER: So what do you make of  
10 Preble's jumping mouse being in it's own box? I mean,  
11 there's three specific --

12 DR. CRANDALL: Well, Tim just drew his  
13 box. So when you do the nested clade analysis, then you  
14 look at the historical population structure that's going  
15 on there. What you see is that you have the inferences  
16 across multiple nesting levels, which means the  
17 inferences throughout the evolutionary history of  
18 this -- these three subspecies that are in this  
19 particular clade is a history of isolation by distance,  
20 right. And that's reflected here in that you get the  
21 *preblei* haplotypes as each other's closest relatives,  
22 and for the most part, the *intermedius* haplotypes as  
23 each other's relatives except for this one, and then the  
24 same with these.

25 You've got some isolation by distance and

1 with the isolation by distance you have to -- you have  
2 to worry a lot about the geographic spread of the  
3 sampling, right.

4 DR. ARBOGAST: So has anyone actually  
5 looked to see -- to test that in any of these data? We  
6 were talking about to see whether, you know, sampling  
7 made a big difference was to actually test to see if  
8 you're doing the nested test or something like that?

9 DR. CRANDALL: I haven't done that, but  
10 Tim actually tested a little bit in that when he  
11 submitted his report, he didn't have this southeast  
12 Wyoming population in there. And then in the manuscript  
13 -- accepted manuscript for Molecular Ecology, he puts  
14 that in. And if it's truly isolation by distance  
15 structure, you wouldn't expect to see that -- and this  
16 is with the microsatellite data -- that population  
17 falling in between. And that's -- if you look at the  
18 other -- that one, you see that.

19 DR. STEPPAN: Is it figure 3, which is  
20 the --

21 DR. CRANDALL: This one doesn't -- this  
22 is the wrong one. That's the one without the southwest  
23 population. And what happens with the southwest  
24 population is it comes in intermediate between preblei  
25 and campestris, which is where you'd expect it if you

1 have isolation by distance.

2 DR. ARBOGAST: This one?

3 DR. CRANDALL: So that one. So here's  
4 all the preblei and now here's this one south Wyoming  
5 that comes in in between campestris and all the preblei,  
6 which is exactly where you'd expect it with isolation by  
7 distance masquerading as population structure because  
8 you've done -- you haven't sampled throughout the range  
9 of the thing.

10 DR. KING: Can I make point of  
11 clarification?

12 DR. COURTNEY: I think you should.

13 DR. KING: First, what we should say is  
14 that because of differences in coalescence time, we see  
15 different patterns of the microsatellites than we see in  
16 the mtDNA. What we see with the haplotype network is  
17 that there is no -- there isn't isolation by distance  
18 when we're talking about preblei, campestris, and  
19 intermedius because the haplotypes for intermedius are  
20 somewhat intermediate as you might expect between  
21 preblei and campestris.

22 Those haplotypes -- those intermedius  
23 haplotypes come into the network before the campestris  
24 do. And if you look at the tree that's published in  
25 Ramey, et al., 2005, if you look at where those

1 individuals are, those four control region haplotypes,  
2 you'll see that they are actually nested inside the  
3 intermedius. So our haplotype network is consistent  
4 with the tree in that respect.

5                   And the last point that Dr. Crandall made  
6 was that we see isolation by distance. We do see a  
7 little bit of that, at least between -- from the nuclear  
8 standpoint between prebleii and campestris. And the  
9 point that he made was if we had had additional  
10 sampling, we would have seen -- seen a tighter  
11 relationship. Well, in fact, that's not the case  
12 because the sample from southeastern Wyoming is the  
13 northern extent of the range for prebleii, at least of  
14 the samples that we have and that we know of. So that  
15 is the northern extent of the range.

16                   And that collection, while it appears to  
17 be intermediate between prebleii and campestris, we get  
18 98 percent bootstrap support for the intermedius --  
19 excuse me, for the prebleii collections to be  
20 differentiated from campestris and intermedius.

21                   DR. DUMBACHER: So that's a STRUCTURE  
22 analysis, is that what?

23                   DR. KING: That's the STRUCTURE analysis  
24 of the DNA -- Nei's DNA distance.

25                   DR. ARBOGAST: So although this --

1 DR. KING: But it's consistent with the  
2 STRUCTURE analysis with -- all the microsatellite  
3 analyses are very consistent.

4 DR. ARBOGAST: So although this tree is  
5 not rooted here under your figure 3, the point is is  
6 that the bootstrap joining the SOWY haplotypes with the  
7 other Preble's haplotypes is 98?

8 DR. KING: It's 98 percent bootstrap  
9 support. When you look at the rooted tree, that's the  
10 way that it counted out as well. 98, 9-- 98 or 99  
11 percent bootstrap support. But you know, so we do see  
12 isolation by distance on certain scales, but not all  
13 scales.

14 DR. ARBOGAST: I think the question would  
15 be it's not an issue of the isolation by distance within  
16 a subspecies, but if you see it across multiple  
17 subspecies, then it sort of makes you think it's really  
18 just one big group that you are creating it?

19 DR. KING: Right, right. But the other  
20 thing to take into consideration is that -- I hope I've  
21 made this point clear -- that we're contending that the  
22 differentiation is relatively recent. It's significant,  
23 it's diagnostic, but it's relatively recent. And  
24 because the nuclear DNA has a four-time longer  
25 coalescence time than the mtDNA is we might expect to

1 see the microsatellite data to be somewhat behind on the  
2 evolutionary trail, expect to see it somewhat behind the  
3 mtDNA.

4 DR. ARBOGAST: Given that, were you  
5 surprised to see the structure analysis and some of  
6 these other analyses of the microsatellite data and the  
7 nuclear DNA to basically be congruent with the  
8 mitochondrial DNA given the mitochondrial DNA is pretty  
9 shallow?

10 DR. KING: Not -- not really. We see the  
11 same trends when you compare -- when you compare the  
12 tree, the neighbor-joining tree of the DNA distance with  
13 the haplotype network. I mean, we see similar trends,  
14 it's just not -- it's just not as strong, not as  
15 diagnostic. And that's -- to me, that's what we would  
16 expect under coalescence theory.

17 No, I wasn't surprised. And I think, you  
18 know, as we learn more and more about these statistical  
19 analyses that help define populations, I think what we  
20 find is that those analyses underestimate the structure.  
21 And in fact, there's a paper that's just come out in  
22 Molecular Ecology, Robin Waffles is the senior author on  
23 that paper, and he mentions STRUCTURE and BAPS by name  
24 saying that they understood the structure, the  
25 population structure that exists.

1                   So this analysis didn't -- you know,  
2 would say that we've underestimated the structure that  
3 exists, and I think we probably have. I think that you  
4 could probably make a case for preblei to be divided  
5 into three distinct groups based on haplotype or --  
6 excuse me, allele frequency heterogenetic test, the  
7 STRUCTURE analysis, the cluster analysis, the  
8 heterogeneity analysis. Whether or not they're distinct  
9 DPSs or not, that's another question, but clearly  
10 there's population structures there that's detectable  
11 and it's statistically significant.

12                   DR. DUMBACHER: I wonder, it might not be  
13 a bad idea to take a short break.

14                   DR. COURTNEY: Yeah, request to share  
15 more information. What I'd like to suggest is take a  
16 five-minute break so I can convene with the panel, talk  
17 to the panel for just a minute, and then reconvene and  
18 we may take a longer break after that. So why don't you  
19 all just take five minutes, take a stretch, and don't go  
20 far.

21                   (Recess was taken from 4:10 p.m. to 4:35  
22 p.m.)

23                   DR. COURTNEY: I warned you we would chop  
24 as we chose -- as the panel chose, and so the panel has  
25 chosen to do the following, which is we'd like to ask

1 Dr. Crandall a few questions or the panel would like to  
2 ask Dr. Crandall a few questions about his report. Then  
3 we've got -- we're going to give Dr. King, Dr. Ramey the  
4 opportunity to just comment on our proceedings, whether  
5 we've covered the things they want to have covered.  
6 There may be emphasis they'd like to see or issues  
7 they'd like to see raised we haven't really dealt with  
8 yet.

9                   So we're going to do the following, which  
10 is bring Dr. Crandall up to the torture chair and talk  
11 about his report, then talk to Dr. King and Ramey about  
12 the process and -- maybe if there were things that they  
13 need to have addressed or what they'd like to see  
14 addressed.

15                   And then the key thing for us that we  
16 want to really attempt to do today is we still don't  
17 have the chromatograms from Ramey group yet, not for any  
18 reason other than just transfer issues, I think. So we  
19 really want to get ahold of those because the panel is  
20 going to be working on those tonight and Dr. Ping's  
21 stuff too. So we're going to focus our efforts on that.

22                   Tomorrow, then, there are a few things  
23 that would still need to be addressed. We still have to  
24 raise some data quality questions with your group, we  
25 can get on the telephone. We want to talk to

1 Dr. Vignieri who will be calling in hopefully. We want  
2 to listen to some of the -- or discuss some of the  
3 issues about nuclear genes. And then shift to the  
4 remaining large topic, which is what constitutes a  
5 subspecies, what does this all mean in terms of what are  
6 the standards that apply. So that's going to be all  
7 shifted till tomorrow.

8 Don't -- don't worry that we've forgotten  
9 those are important issues, we haven't. Those are key  
10 issues we're going to be focusing on. As I said,  
11 Dr. Vignieri and -- Vignieri and Patton will be  
12 hopefully on the line to help us with that point if  
13 that's okay. Comments from the panel? In which case,  
14 if Dr. Crandall could step up to the podium.

15 DR. CRANDALL: Sure.

16 DR. ARBOGAST: So one of the questions  
17 that had come up was the use of the computer program  
18 MIGRATE for the migration rates and the data sets. The  
19 combined data sets that you had examined, you were able  
20 to use migrate on the microsatellite data; is that  
21 correct?

22 DR. CRANDALL: Right.

23 DR. ARBOGAST: I had more of a  
24 methodological question in that in researching this, I  
25 have also seen you had done a -- coauthored a paper

1 where you evaluated migration performance along with  
2 fluctuate. And I think one of the things that you had  
3 found was that migration rates and the confident  
4 intervals associated with them were poorly estimated  
5 using MIGRATE. And so I just would like to get your  
6 expertise or comments on how well -- how much faith you  
7 put in these MIGRATE estimates and this computer program  
8 to actually be able to say something meaningful about  
9 migration?

10 DR. CRANDALL: Well, we put as much faith  
11 in the estimates as we get the same answer back after a  
12 few times running it. Often with -- especially deeper  
13 divergences, you get very different answers every time  
14 you run the software. That's when we scratch our heads  
15 and that's kind of problematic, and those are some of  
16 the simulation runs that we did.

17 And in fact, that was one of the  
18 criticisms by Burley, the author of MIGRATE, was that  
19 our divergences were too much -- you know, we're too  
20 high for MIGRATE to give you actually reasonable  
21 answers. Yet we used divergence as typical for  
22 population genetic studies, at least a lot of them.  
23 Here the divergence are quite low, so we anticipate that  
24 MIGRATE will actually give you reasonable estimates; and  
25 when we run it multiple times, we get the same

1 estimates.

2                   But you know, it's a coalescent-based  
3 approach which brings in a whole lot of assumptions, one  
4 of which is a constant affected population size, another  
5 is a large affected population size, another is no  
6 selection in the markers under consideration, so there's  
7 silent markers. So you know, you have to always be  
8 aware of the assumptions of the methods that you're  
9 using, but we thought it was important that somebody  
10 estimate gene flow because that's a pretty critical  
11 component of specificity of taxa and nobody had  
12 estimated gene flow yet, so . . .

13                   DR. ARBOGAST: And do you think, just  
14 your general feelings, is that the assumptions of large  
15 affected population size is constant that those would be  
16 problematic or not?

17                   DR. CRANDALL: I think that the -- at  
18 least for the microsatellite data, the fairly recent  
19 history, the nested clade analysis suggests that most of  
20 the action going on is isolation by distance, so there's  
21 not range expansion or things like that. So it doesn't  
22 look like they were large fluctuations in population  
23 size.

24                   Certainly when you get into the deeper  
25 coalescence events -- I mean, the whole species has

1 clearly moved over the last 10,000, 15,000 years because  
2 most of it is up in central Canada where it was covered  
3 with ice. So presumably that's a big population  
4 expansion up into that whole area.

5                   But for the group of concentration here,  
6 you know, I don't know if that's a reasonable assumption  
7 or not. From the data that we can estimate, it seems to  
8 be a reasonable assumption. And the microsatellite data  
9 -- you guys did the Hardy-Weinberg test and all that  
10 looked good, so it looks like they're reasonably neutral  
11 loci, right.

12                   DR. ARBOGAST: Thank you.

13                   DR. STEPPAN: And so your concerns about  
14 MIGRATE are not necessarily unique to MIGRATE, correct,  
15 or --

16                   DR. CRANDALL: No, they are --

17                   DR. STEPPAN: -- would you characterize  
18 -- I guess, your -- you chose to use MIGRATE, so would  
19 you characterize to --

20                   DR. CRANDALL: -- mine.

21                   DR. STEPPAN: -- migration estimates as  
22 being the best available, do you think?

23                   DR. CRANDALL: I think so. I think when  
24 you can meet the assumptions of the method, MIGRATE  
25 fluctuate are the best -- it's the mark -- it's the

1 package -- it's the best package out there at the  
2 moment. Others make -- the standard way to do estimates  
3 of migration rates is to take your S statistic, then do  
4 some algebra and solve for effective number of migrates,  
5 and that is clearly not a very good thing to do or a  
6 very reasonable approach.

7                   There are some new approaches, one by  
8 Jody Hey, called IM that estimates migration rates, but  
9 it does it in pairwise sorts of things, so you have to  
10 know what you're populations are ahead of time and set  
11 those up in an appropriate way.

12                   It so long depends on how much you buy  
13 into these assumptions. We've used both MIGRATE and IM  
14 with some of our data that we've been analyzing from our  
15 lab, and it just kind of depends on the relative amount  
16 of divergence which one we use.

17                   DR. ARBOGAST: And so you could have also  
18 -- one could also examine the mitochondrial data  
19 Fluctuate and MIGRATE as well, right?

20                   DR. CRANDALL: Right.

21                   DR. ARBOGAST: And you didn't do that,  
22 right, in the report? I think it was just for  
23 microsatellite, if I'm not mistaken. So as far as we  
24 know, no one has done MIGRATE for the mitochondrial  
25 data?

1 DR. KING: We did not, but again, we  
2 found no haplotype sharing so there was no point.

3 DR. ARBOGAST: Okay.

4 DR. KING: There is no gene flow among  
5 the same species.

6 DR. DUMBACHER: Yeah, MIGRATE would have  
7 returned no migration. Keith, I had a real quick  
8 question about --

9 DR. CRANDALL: Well, the other thing is  
10 that the MIGRATE -- lots of studies, simulation studies  
11 have shown the power of MIGRATE is with multilocus data,  
12 not with single locus data, so . . .

13 DR. ARBOGAST: Right.

14 DR. CRANDALL: So it makes sense to do  
15 it with multiple locus data set. In fact, when you  
16 do that, we got positive migration rates between  
17 preblei and some of the other subspecies that were on  
18 the order of population level migration rates for  
19 squirrels and other small mammal studies that we cited  
20 in there.

21 DR. DUMBACHER: Quick question about your  
22 migration rates. Are any that you calculated  
23 asymmetrical between your Preble's -- your Preble's  
24 jumping mouse group and any other groups that you  
25 recovered in your structure analysis. And you know,

1 when you get any much less than one, we usually sort of  
2 assume that the populations are evolving in isolation  
3 and independently, and we like to think of them as  
4 different units. And when it's much greater than one,  
5 we usually think that there's a lot of gene flow there  
6 and that you almost like to treat them as cladistic  
7 populations, and I think around one is when you get to  
8 that confusing region.

9                   And what was interesting to me was that,  
10 if I got the directionality right, the migration out  
11 from Preble's to campestris and intermedius is 2.14 and  
12 the migration rate back into Preble's from the nearest  
13 group campestris and intermedius is .46 and from the  
14 other group was .47, so slightly under one but still  
15 sort in that gray zone.

16                   But it was interesting to me that -- I  
17 mean, there's a couple different ways to interpret this.  
18 It might be that Preble's is a source population and is  
19 contributing alleles to the neighboring populations, but  
20 it's more or less evolving independently from input from  
21 the other populations; so in that sense, one might think  
22 of it as being more independent.

23                   I'm curious how you would interpret that  
24 and if there's anything significant there that you  
25 would -- that you would take home from those numbers?

1 DR. CRANDALL: Well, the significance is  
2 that there's clearly an asymmetry going on, right, in  
3 terms of the relative amounts of migration. I mean,  
4 this is the problem, right, is that your -- the magic  
5 number of one, it's like, you know, you're exactly on  
6 both sides of it and around it, which is why we're all  
7 here because this is -- this is the problematic beast.

8 And you know, I really don't know what to  
9 make of that. I'd make that same conclusion that you  
10 just did that it seems to be fairly -- there seems to be  
11 some movement, although highly limited, into the preblei  
12 population, but a reasonable amount of movement out of  
13 it, so . . .

14 DR. KING: Would now be a good time?

15 DR. COURTNEY: Did you have a comment to  
16 a question back here?

17 DR. KING: Well, it is more of a comment.

18 DR. COURTNEY: Is that okay?

19 DR. DUMBACHER: Sure.

20 DR. KING: A couple of things we need to  
21 keep in mind when we consider this.

22 DR. COURTNEY: Maybe you should use the  
23 mic.

24 DR. KING: Sorry, go ahead and stay. A  
25 couple of things that I think we need to keep in mind,

1 one is that the nature of microsatellites and the way  
2 they evolve, there's a great deal of homoplasy in  
3 microsatellites, and I know of no one who has said  
4 anything other than the fact that microsatellites  
5 underestimate the amount of structure that exists  
6 because of this homoplasy.

7                   The other thing to take into  
8 consideration is that the sample size for preblei, in  
9 general, is large. It's as large as all the other  
10 subspecies combined, so there are more reels there  
11 represented in that population, and I think that's why  
12 you see the pattern that you see, that there's nothing  
13 coming in and there seems to be things going that way.  
14 It's an artifact. It's an artifact that the sample size  
15 for the preblei is so much larger, and you take it --  
16 take all of the three major populations or the seven  
17 populations in our study into consideration, that's why  
18 you see the pattern that you see.

19                   One last point is that I think we should  
20 be very careful about using the one migrant per  
21 generation rule. There are multiple publications, but  
22 there's one that's led by Fred Allendorf that suggests  
23 that that number could be somewhere between five and  
24 ten. I mean, the populations can diverge even when the  
25 data tells us that -- or suggests there are low levels

1 of migration between -- between one and five  
2 individuals; in some cases, one and ten. So we need to  
3 be very careful with throwing around that one migrant  
4 per generation rule.

5 DR. CRANDALL: And I just echo those  
6 sentiments that it really is -- the sampling design is  
7 problematic, especially for estimating gene flow and  
8 these sorts of things because it's so uneven across the  
9 different subspecies that are being looked at. And the  
10 MP of one rule, you know, is problematic in the other  
11 direction as well.

12 You have -- we're all looking at  
13 neutral -- neutrally evolving loci, which can be off on  
14 their own evolutionary trajectory and then you get one  
15 selected allele go through and then everybody's the  
16 same. So it's -- you know, it goes both ways, the  
17 problem with the golden MP one rule.

18 DR. COURTNEY: Okay. Are we done?

19 DR. DUMBACHER: Just one other thing  
20 because I think one of the things that was really nice  
21 about your paper, if I read it correctly, was that you  
22 looked at the microsatellite data from both studies, and  
23 putting together and analyzing them separately, pretty  
24 much said that there was a lot of congruence and that  
25 you were able to recover some of the same data

1 partitions; am I reading that correctly?

2 DR. CRANDALL: We didn't put them  
3 together, we analyzed them independently. We tried to  
4 put them together, but we couldn't because they didn't  
5 use common standard standardization. So we couldn't  
6 tell which piece from which on the different data sets.  
7 And Tim had the same problem in trying to combine his  
8 microsatellite.

9 So we did put the control region data  
10 together and then combined that -- combined control  
11 region data set with the cyt B data set for  
12 mitochondrial analysis, but just basically redid the  
13 structure analyses on the two microsatellite data sets  
14 independently just so we could: One, see for ourselves  
15 what was going on; two, then move on to the estimate of  
16 gene flow, which neither group had done with those  
17 multilocus data.

18 DR. COURTNEY: Okay.

19 DR. DUMBACHER: Thanks very much.

20 DR. STEPPAN: Thank you.

21 DR. KING: The 500-pound gorilla in the  
22 room is what does -- what does the fact that you've used  
23 data, which we've said suggests that there has been no  
24 recent gene exchange between preblei and campestris.  
25 You used those haplotypes in your analysis, and what

1 affect do you think those have had on the analysis as  
2 far as -- well, for all the analysis. What do you think  
3 that those -- those data, if they're incorrect, what  
4 effect those data may have had on the analyses and the  
5 interpretations.

6 DR. DUMBACHER: Actually, I should just  
7 say that was a question that we did have, and because  
8 it's late in the day, we forgot to ask it. But that is  
9 a question that we've been talking about too, and we  
10 wanted to just ask if you had excluded those data, would  
11 it have affected your analysis or your conclusions?

12 DR. CRANDALL: Well, there are two things  
13 going on. One is that between the report that was  
14 published and the manuscript that was accepted, there  
15 was a question of some of these samples; but in  
16 addition, there were additional samples added right from  
17 the Wyoming population, so -- of preblei. So we wanted  
18 to do that analysis and asked for the data set from  
19 Dr. King and from Seth Willey and other people at the  
20 Fish and Wildlife Service.

21 So far we haven't -- nobody's allowed us  
22 to access those data to do those analyses, so I don't  
23 know what the effect is because you haven't allowed us  
24 to look at the data.

25 DR. KING: No, that's not true.

1 DR. CRANDALL: It is true.

2 DR. KING: No, no, no. The samples that  
3 were identified as being incorrect in my laboratory,  
4 that information was made available in January.

5 DR. CRANDALL: I emailed you last week  
6 for a data file that included your data set that you  
7 used in the Molecular Ecology paper so that we could do  
8 an analysis on the same data set, and I haven't gotten a  
9 reply.

10 DR. DUMBACHER: If we could, I think  
11 there are two different questions here. One would be  
12 what would happen if we included the data that you had  
13 questioned, the other is what if we include the  
14 additional data that you have added? And perhaps those  
15 are two separate questions, and let's just try and make  
16 -- maybe it's not a good idea for me to ask you to tell  
17 me what you think you would have gotten.

18 DR. CRANDALL: Well, I think Rob has  
19 actually done those analyses excluding those  
20 questionable samples; is that right?

21 DR. RAMEY: I asked Hsiu-Ping last night  
22 to rerun our analyses, both biogenetic analysis and also  
23 AMOVA, utilizing -- which she didn't do, Lance did --  
24 excluding sample. So here's what we did, first of all,  
25 we said okay, what about these seven samples that shared

1 haplotypes. Let's just go ahead and rerun without those  
2 and see what happens. Actually did that about a week  
3 and a half ago. And AMOVA value had gone from about .37  
4 to .52.

5                   And the structure of the tree doesn't  
6 change because all you're doing is pruning off those  
7 specific individuals off the tree, so it's the same  
8 phylogenetic conclusions -- phylogenetic conclusions  
9 outside of there being shared haplotypes.

10                   Next I suggested yesterday that, well,  
11 let's do this. Let's take out the 13 samples that King  
12 takes issue with and rerun the analysis on those. And  
13 so -- I'll just -- I could report that to you. It  
14 doesn't change things that much. Actually it just  
15 increased the value of the AMOVA up a little bit to  
16 around .36 in one case.

17                   We also reran taking out all of the  
18 nested PCR samples and taking -- that meant taking out  
19 all of the campestris samples, and then we stuck King's  
20 data in place for campestris for the control region,  
21 reran the AMOVA, and reran the phylogenies. I haven't  
22 looked at the phylogenies yet, but Hsiu-Ping just sent  
23 me a quick summary. But basically, the basic result  
24 does not change that you do not have reciprocal  
25 monophyly. You have paraphyletic relationship. You

1 have low bootstraps in support of this Preble's group  
2 for mitochondrial DNA. And then -- so I think that  
3 that's, you know, very worthwhile to go through that  
4 exercise regardless of whether there's a real issue  
5 there or not.

6 DR. CRANDALL: And clearly in terms of  
7 the F<sub>st</sub> and the F<sub>st</sub>, they're going to elevate, right?

8 DR. RAMEY: Although the intermedius, the  
9 campestris one actually dropped a little bit more,  
10 so . . .

11 DR. KING: But when the F<sub>st</sub> or what  
12 should have been used, the F<sub>st</sub> go up. What that  
13 means --

14 DR. RAMEY: Actually --

15 DR. KING: I'm sorry?

16 DR. DUMBACHER: But as they go up --

17 DR. KING: In the new analysis. When you  
18 use the new analysis, if the F<sub>st</sub> value or the F<sub>st</sub> is  
19 whatever used is above .5, then that then meets the  
20 threshold that you've established in the manuscript for  
21 them to be discrete.

22 DR. RAMEY: No. Actually what's really  
23 important to realize here, that our conclusions did not  
24 rise exclusively on the mitochondrial DNA data set and  
25 also it didn't rely specifically just on that test.

1 That we had used five different lines of evidence.

2 DR. KING: Right, right, but --

3 DR. DUMBACHER: If we could -- if we  
4 could interpret. If we're going to talk about specific  
5 data sets --

6 DR. RAMEY: Please.

7 DR. DUMBACHER: -- we'll just address one  
8 data set at a time and confine it to the questions that  
9 we have for those; and we, as a panel, will put those  
10 together later in our analysis. So I think we've  
11 visited that question as much as we're going to today.

12 And the other question is: What -- do  
13 you think that having added those other southwest  
14 Wyoming populations, how do you think that those might  
15 have affected your migration analysis, your structure  
16 analysis? And I know without having them it's really  
17 hard to say, so maybe it's inappropriate for me to ask,  
18 but --

19 DR. CRANDALL: Those might actually --  
20 because they -- in Tim's -- I don't know what you call  
21 it, a neighbor-joining distance thing for the  
22 microsatellite.

23 DR. DUMBACHER: The network of DNA.

24 DR. CRANDALL: That -- no, not the  
25 network, the microsatellite distance tree, right. Those

1 southwest things fall out in between preblei -- the rest  
2 of preblei and intermedius, so those can actually  
3 decrease statistics, to a certain degree, because  
4 they're falling out in between those two.

5 DR. DUMBACHER: So if they're forced to  
6 fit in one --

7 DR. CRANDALL: And increase the relative  
8 amount of gene flow -- certainly will increase the  
9 relative amount of gene flow between preblei and  
10 intermedius because now you've got -- you've got a whole  
11 population that's on what was a much longer branch  
12 isolating preblei from intermedius. You've broken it up  
13 with that one location.

14 DR. DUMBACHER: Okay. Just one other  
15 question about this and maybe this is more of a  
16 philosophical one because we had a very similar problem  
17 with the northern spotted owl and California spotted owl  
18 and that different researchers had sampled -- and some  
19 of them had sampled quite extensively right in the  
20 putative hybrid zone. And if southwest Wyoming is  
21 closer to the hybrid zone or more likely to have  
22 experienced some gene flow, does -- I guess if you're  
23 forcing them to be just two populations and you've got  
24 some individuals or some populations that are notably in  
25 the middle, is it appropriate to try and put those in

1 the analysis or is it appropriate to exclude them? What  
2 do we do with those?

3 DR. CRANDALL: I think it's essential to  
4 put them in. It's highly inappropriate to exclude them  
5 because then you're going to get isolation by sampling  
6 design, right, which is what I perceive is the problem.  
7 And so you really need to include those. And you know,  
8 we all have this dilemma with sampling, right. We all  
9 get a limited budget and sit down and scratch our heads  
10 and think what am I going to do now, am I going to do  
11 the broad sampling that Ramey did or the dense sampling  
12 that King did.

13 And you know, in the ideal world, you do  
14 both, right. You do broad, dense sampling. And the  
15 next best thing is to do exactly what both of them have  
16 done, which is start with the broad sampling, figure out  
17 where the action is, and then do go back and do more  
18 dense sampling around the boundaries, around where  
19 you're finding very different kinds of haplotypes and  
20 discontinuities and things like that and, you know, keep  
21 going. Add those data to your data set, do an analysis,  
22 figure out where you need to go back to. I mean, it's  
23 an iterative process, and we've had two iterations.

24 And let me just say that I think both  
25 groups have done a great job. I mean, the data

1 collected by Ramey, the breadth of it in terms of the  
2 morphometric and the microsatellites and the  
3 mitochondrial DNA is a fantastic data set. Tim's lab  
4 did an exceptional job under conditions I would not want  
5 to have, right. I mean, really time-constrained stuff  
6 to do this kind of work and to produce the volume of  
7 data that his lab produced is really phenomenal.

8                   And you know, it's a shame that we have  
9 to come here, set up as adversaries when we're all  
10 trying to get to the same point, which is to get solid  
11 science behind a conservation issue. And you know, both  
12 groups have done some very nice science, collected some  
13 exceptional data sets. And you know, there are -- there  
14 are always problems with these studies, always  
15 limitations with the sampling, both from the geographic  
16 sampling and the molecular sampling; and that's just,  
17 you know, part of their reality of doing this work.

18                   DR. DUMBACHER: Great. Well, thank you  
19 very much. It's about 4 o'clock and we were thinking  
20 maybe doing one more thing, am I right?

21                   DR. COURTNEY: We were thinking about not  
22 try to deal with issues raised by Doctors King and  
23 Ramey, but simply to ask them if there are issues they  
24 feel should be addressed. We will listen to that,  
25 decide whether we want to address them; and if we do,

1 it'll help us design how we're going to spend our time.

2 DR. DUMBACHER: Yeah, just say that we're  
3 going to have one day tomorrow, and we've got a lot to  
4 cover in the day tomorrow. Because a lot of things that  
5 we were hoping to touch on today and other people that  
6 we were hoping to talk with today, we're not going to  
7 have time to do that. And so what we'd like to try and  
8 do would be to have both PIs talk a little bit about  
9 which issues they think we should be asking about or  
10 focusing on that we haven't already focused on, and it's  
11 their opportunity for them to both tell us what they --  
12 you know, other things that they think we might be  
13 missing or that might be germane to the issue that's in  
14 front of us.

15 And so what we'd like to do, just one at  
16 a time -- maybe we'll start with Dr. Ramey and then with  
17 Dr. King. And if you could just -- and we won't address  
18 those now and there won't be any opportunity right now  
19 for rebuttal or for questions, but we'll make note of  
20 all those for the record, and we'll try and deal with as  
21 many of those tomorrow as we can, if that's a fair way  
22 to do it.

23 DR. RAMEY: Thank you. I'll just work  
24 through a list of things, some small, some that are of  
25 larger significance. Actually it probably may not be a

1 bad idea to put up the -- wait, the figure  
2 representative -- I guess I talked to you about that.

3 DR. COURTNEY: Right, you don't --

4 DR. RAMEY: Good enough.

5 DR. STEPPAN: -- we're just looking for  
6 key points that need to be addressed.

7 DR. RAMEY: Actually, King's study does  
8 have a shared mitochondrial DNA haplotype frequency and  
9 in our work presently. And look at King's, look at  
10 table B-1 and you'll find that there's a shared  
11 campestris/intermedius haplotype that occurs outside of  
12 the range of their sampling. And let me go fetch that  
13 right now.

14 That's table B-1, sample No. KU-115730  
15 from Walworth County, South Dakota. And I've already  
16 given you the plot of geographic distance versus genetic  
17 distance from microsatellite markers, and so I think  
18 this is just another example of how sampling design can  
19 influence the perception of discreteness of populations  
20 based on microsatellite data or mitochondrial DNA.

21 Another point I'd like to make along  
22 those lines and a 900-pound gorilla in the corner is the  
23 fact that none of us have yet talked about the  
24 difference between male and female dispersal rates and  
25 that influence on the discordance of mitochondrial DNA

1 versus microsatellite results. And so I have just  
2 talked to Tom Ryan in the back of the room who I had  
3 heard this before, I don't remember the source, that  
4 there's a difference in the dispersal of male versus  
5 female *Zapus hudsonius* in terms of distance and  
6 frequency. I mean, females are the higher investment  
7 sex, so they're probably going to be more phylopathic  
8 than males.

9                   And I heard this before, but I think this  
10 is probably something worthwhile for the panel to look  
11 into because that also can explain some of the  
12 discordance between mitochondrial DNA and microsatellite  
13 data sets.

14                   There's a number of inaccuracies in table  
15 B-1, I'll provide you with a list of these. For  
16 example, KU 112357597 is listed as haplotype CP-1, it  
17 really should be CP-3, KU 123592. You got all that?  
18 It's listed as CP-1, but it should be CP-3. Anyways,  
19 there's a number of these that I think are worthwhile to  
20 point out. King, et al., line 183, the author states  
21 that the control region of interest could not be  
22 amplified from these KU museum specimens with primers  
23 L15926 and H16498 as described in REA. However, we  
24 didn't use those primers that are listed. And the  
25 sequence for primer H16498 is actually different than we

1 used. We used 15320 and Zap 5P1R.

2                   And the nested PCR used on some of our  
3 samples was using nested sequence and as described in  
4 our paper, but King apparently, it looks like, had used  
5 a different set of primers for this. So anyway,  
6 worthwhile just to look into that.

7                   There's also a different primer sequence  
8 for H16498, one that we had modified from the Kuchler  
9 primer. And King, et al., used the actual Kuchler  
10 primer in that one.

11                   So do mitochondrial DNA results rest on  
12 these, for example, shared haplotypes between campestris  
13 and prebleii? No, they don't. I mean, total results.  
14 We looked at the multiple lines of evidence. So we  
15 reran the samples without our analysis, the AMOVA  
16 without the 7 samples in question shared mitochondrial  
17 DNA. It increased the AMOVA from .37 to .52. If we  
18 exclude all 13 samples, that increases it to .6 --  
19 66 percent, .66, between intermedius and campestris to  
20 9.17 percent between intermedius and prebleii to 46  
21 percent.

22                   We also reran the analysis without any of  
23 the nested samples, and I'll provide you with those  
24 results. Anyway, here's the basic point. That when we  
25 set out our critical test in our proposal for the



1 make that, yes, these criteria can be debated, but the  
2 first step in making reasonable thresholds is to just  
3 state them explicitly and be consistent in their  
4 application.

5                   So I'd like to also point out in the  
6 King, et al., paper, I do hear something, I'd very much  
7 like to hear King address this maybe tomorrow or later  
8 today, but a very major difference in these two studies  
9 is where that bar is -- where that threshold is. And so  
10 in looking at our data to King's, you can see that he  
11 used mitochondrial DNA analysis and microsatellite, but  
12 the bar there that is set is such that there is no  
13 hypotheses that is tested, it's that there's,  
14 essentially, that these are homogeneous entities.

15                   And so as we -- as I showed you in one of  
16 my opening slides, the idea is that you want reasonable  
17 thresholds such that if it's set too high, you don't  
18 want things to go -- you know, you don't want the  
19 results ending in extinction in some populations. You  
20 set the bar too low, essentially any population might be  
21 considered to be a subspecies EPS or listable entity  
22 under the DNA.

23                   In this particular case, I think it's  
24 reasonable to argue that these criteria are a level or  
25 sampling design that have a major effect, and also at a

1 level such that local populations would be recognized.  
2 So that, I think, is a very key difference despite many  
3 other alleged differences amongst the studies. Thanks  
4 so much.

5 DR. COURTNEY: I'm sure we're going to be  
6 talking about the last issue at great length tomorrow.  
7 So, Dr. King.

8 DR. KING: I guess I should start  
9 probably by addressing some of Dr. Ramey's concerns.  
10 The primer issue was identified in the manuscript -- the  
11 revised manuscript that was submitted to the Fish and  
12 Wildlife Service a week or so ago. I think it was  
13 provided to the panel.

14 MS. SZTUKOWSKI: Yes, we got it.

15 DR. KING: Revisions in the primer --

16 DR. DUMBACHER: If we could, though, I'd  
17 like to try and stick to larger issues and --

18 DR. KING: Yeah, I'm not sure what --

19 DR. COURTNEY: If there's small issues  
20 like this, we can just deal with those by email or even  
21 by passing.

22 DR. KING: Yeah, I'm not sure what  
23 changed about picking a niche, but I do want to say one  
24 thing, that, you know, I don't care whether a male  
25 preblei weighs 800 or 900 pounds, it's not going to move

1 60 to a hundred miles to exchange genes with a  
2 campestris. We're dealing with the sex-biased dispersal  
3 question.

4 All in all, I think -- I think that most  
5 of the issues that I had have been addressed. I am sure  
6 that tomorrow we'll get into the subspecies designation  
7 issues and whether or not the criteria that have been  
8 established previously deal with more a species level  
9 than at a subspecies level. And I think that's -- you  
10 know, that's an issue that we need to discuss tomorrow,  
11 but we're not going to resolve that tomorrow.

12 I think we all realize that that there's  
13 a fundamental division within the genetic community that  
14 some folks just don't believe subspecies should exist.  
15 Others set the criterion so high that some subspecies --  
16 or some species concepts would declare those species  
17 rather than subspecies. So again, it'll be interesting  
18 to discuss these issues, but I don't know that we're  
19 going to generate anything more than heat probably,  
20 probably a lot more heat than light.

21 DR. COURTNEY: If I could just interject  
22 on that. You know, the panel have talked about the --  
23 amongst themselves about the issues of -- you know, that  
24 there are different concepts out there; and it's not our  
25 job -- fundamentally is not our job to resolve what

1 anybody should apply in terms of should we apply  
2 phylogenetic species says concept, should we apply, you  
3 know, a very high bar or low bar.

4                   It is our job to say these are the sorts  
5 of things that apply that other people have considered  
6 are relevant in this situation and to look at what the  
7 data -- how the data match up.

8                   DR. DUMBACHER: Right. And what's been  
9 applied in other species, things like that, what  
10 definitions have been used.

11                   DR. COURTNEY: So I'm hopeful that we're  
12 not generating, because once we recognized that that's  
13 the case and it's not our job, then we can move on.

14                   DR. KING: And one other point of  
15 clarification, I was able to pull the data together and  
16 provide that to the Fish and Wildlife Service yesterday  
17 before leaving. And I don't know if they've had a  
18 chance to post that on their website or not, but that  
19 was submitted to them yesterday before I left.

20                   DR. DUMBACHER: Okay. Well, one of the  
21 things that we're going to be trying to do tonight is  
22 we're going to be reanalyzing and playing with a lot of  
23 this data tonight and so if we could get that from you  
24 or them --

25                   DR. COURTNEY: Well, we have it.

1 DR. DUMBACHER: We have the  
2 chromatograms.

3 DR. KING: You have the KU samples.

4 DR. DUMBACHER: Right. And likewise,  
5 we'll be trying to get some of this data from Hsiu-Ping  
6 too.

7 DR. COURTNEY: Okay. I hope you find  
8 this is intense, as I find it, up-front. And at the  
9 same time, I want to extend my appreciation for the fact  
10 that I think this meeting has gone well. It's difficult  
11 stuff. It's emotionally charged. And I hope that you  
12 recognize that, understand the difficulties that we're  
13 all going through; and yet we're doing this in, I think,  
14 a very professional manner. And I think you'll see that  
15 the panel are aware of these issues and they're really  
16 doing their best to keep this nice and clean and tidy,  
17 and I appreciate the fact the rest of you are too.

18 Here's what we're going to do. We are  
19 trying to get some more data tonight. We're going to  
20 reconvene at 8:30 tomorrow morning. We'll just have  
21 some opening materials and tell you about what we've  
22 done overnight. At 9 o'clock, Dr. Vignieri is going to  
23 call in from England. She's sitting at John Maynard  
24 Smith's desk, if you know who that is. And she's going  
25 to be calling in, and she'll just essentially raise

1 issues. She has sent the documents, which I've got on  
2 email, and so I haven't had time to print it out.  
3 Essentially reiterating a large number of the points  
4 that they've made up previously, but she'll be given  
5 basically the chance to make some points to the panel  
6 and the panel will be asked, you know, the questions  
7 they want to raise or even just ask some opinions about  
8 some of the things we've talked about today.

9                   We're going to probably then move to a  
10 few other things and start talking about this -- what I  
11 think, obviously, is the big gorilla actually, which is  
12 what does the subspecies constitutes. You know, that's  
13 where the rubber hits the road on this issue. And at  
14 that point, we'll probably get ahold of Dr. Patton to  
15 bring in his opinions. So that's kind of our plan.

16                   If any of you have issues -- and I keep  
17 getting notes and my mailbox is full, so if there are  
18 issues that you need to bring forward to me, this is an  
19 opportunity to do that. And you know, if you have my  
20 email, those of you who want to go away and think about  
21 things and email me things or email the SEI account,  
22 that's cool. Other than that, you know, it's an intense  
23 day. And we've got another one coming up. So I hope --

24                   MS. SZTUKOWSKI: If your mailbox bounces,  
25 send it to Lisa at SEI.

1 DR. COURTNEY: I think they're talking  
2 about the telephone there. So that's it and reconvene  
3 at 8:30.

4 WHEREUPON, the within proceedings were  
5 adjourned at the approximate hour of 4:28 p.m. on the  
6 6th day of July, 2006.

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## REPORTER'S CERTIFICATE

STATE OF COLORADO                    )  
   ) ss.  
 CITY AND COUNTY OF DENVER        )

I, LYNNETTE L. COPENHAVER, Certified Shorthand Reporter and Notary Public, State of Colorado, do hereby certify that the said proceedings were taken in machine shorthand by me at the time and place aforesaid and was thereafter reduced to typewritten form; that the foregoing is a true transcript of the questions asked, testimony given, and proceedings had.

I further certify that I am not employed by, related to, nor of counsel for any of the parties herein, nor otherwise interested in the outcome of this litigation.

IN WITNESS WHEREOF, I have affixed my signature this 21st day of July, 2006.

My commission expires April 26, 2010.

\_\_\_\_\_ Reading and Signing was requested.

\_\_\_\_\_ Reading and Signing was waived.

  X   Reading and Signing is not required.